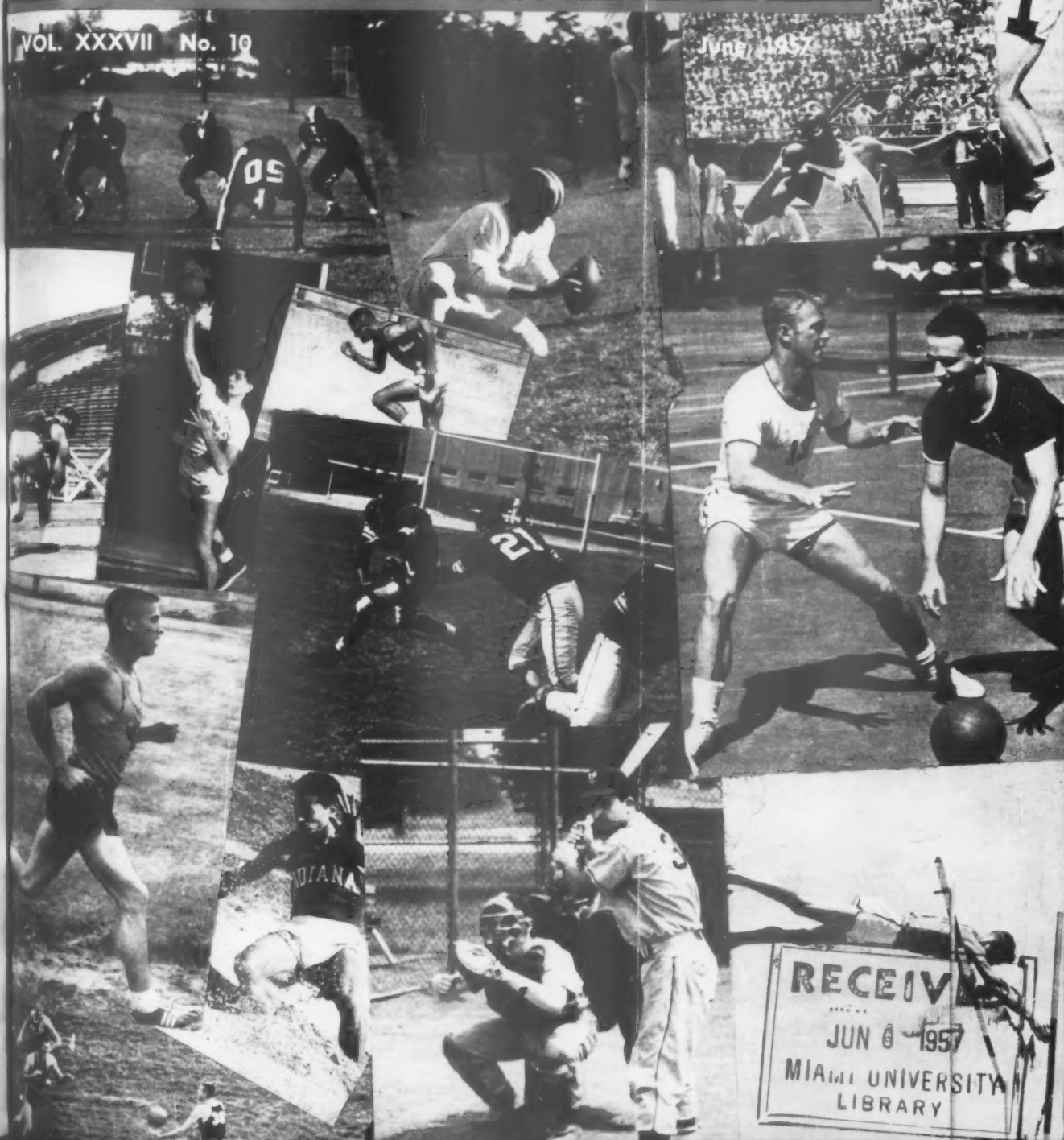


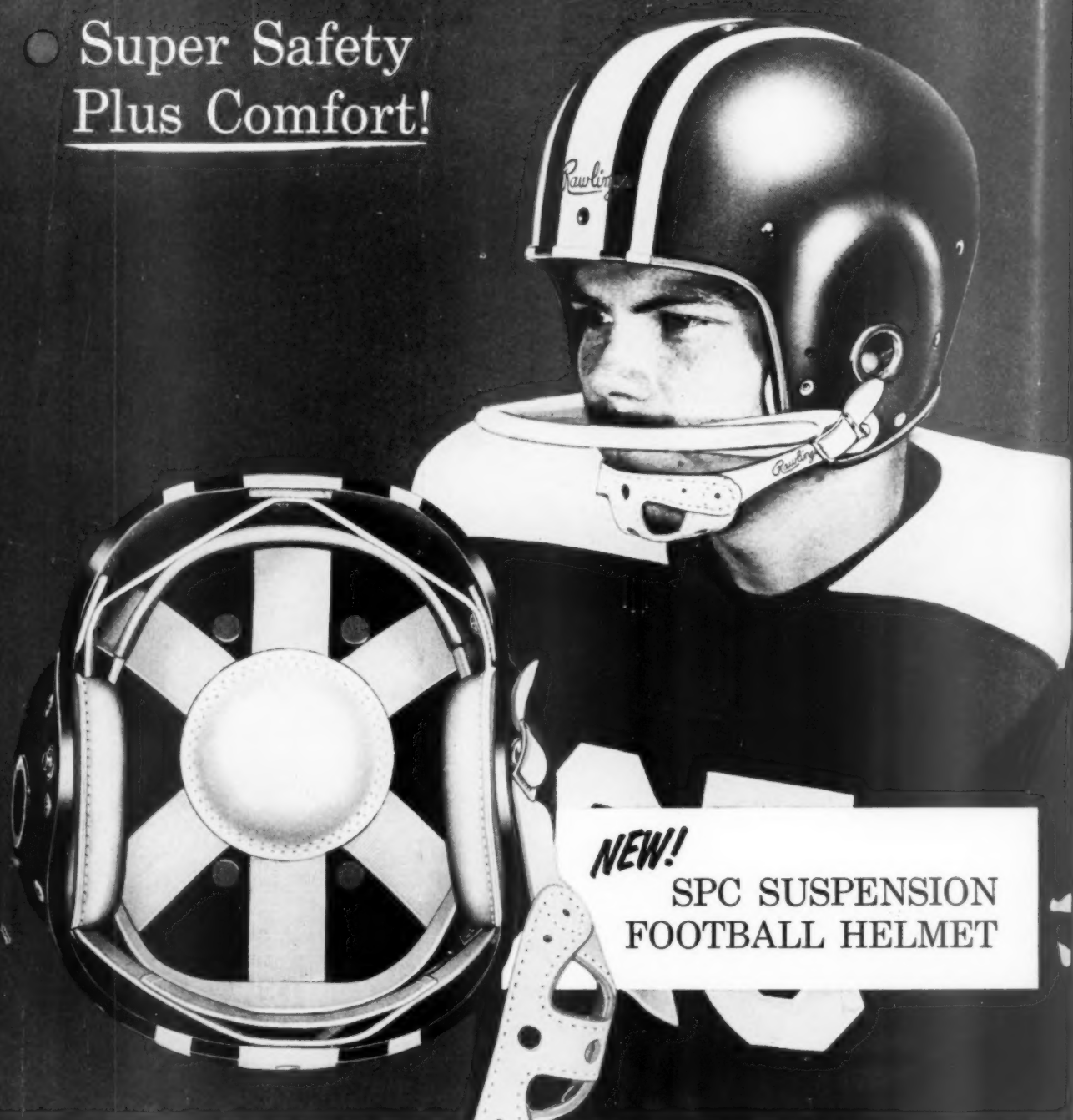
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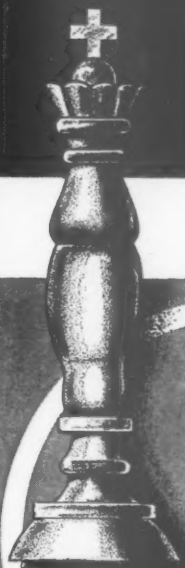
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Volume XXXVII

Number 10

June, 1957

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FRONT COVER ILLUSTRATION

In our June issue we always carry the index of articles for the volume which is being concluded. In preparing the volume index, we were amazed to find that we carried 582 sequence action pictures this past school year. A few of the sequences are represented on this month's cover.

A Look At This Issue and a Glance Ahead

THREE articles in this issue deal with the forward pass phase of the game. Jesse Vail covers the development of a pass offense, while David Hawk discusses protection for the passer, and Don Fuoss' article concerns itself with the end freeing himself at the line of scrimmage. Once again, we are planning to get the September issue out early so that the articles will be available for you football coaches as you are planning your season. And what

football articles they are. This spring we have been to Delaware, Louisiana, Mississippi, Nebraska, New Jersey, and Pennsylvania taking pictures to illustrate some of the articles. A few of the headlines are listed on the insert opposite page 11. Send in the card promptly so that we can supply you with the September issue when the articles it contains will be of the most help to you. Have a pleasant summer and we will see you on August 15.

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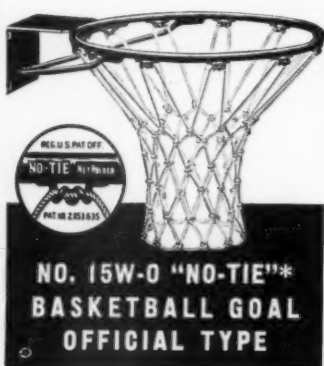
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from the
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AFTER running the pictures of Bob Gutowski in our March issue, we were gratified to see him break Warmerdam's long-standing record. Contrast our number of 15 footers with the rest of the world, and it is easy to see why the pole vault is strictly an American event. At last count seven Americans had cleared 15 feet. This number compares with seven Englishmen who have cleared 13 feet. The highest vault in British track records is 14' 1/4". Furthermore, only ten British vaulters have ever gone higher than 12' 6". In the 1956 state high school track meets, nine states had winning performances better than 12 1/2 feet. . . Speaking of track, how's this for an unusual quirk of circumstances? Harold Bruce, while coaching at Lafayette in 1910, organized the Middle Atlantic games. Leaving Lafayette in 1925, he subsequently coached at Union College and CCNY, neither of which are members of the Middle Atlantics. This year Bruce returned to Lafayette to substitute for Arthur Winters who is on leave of absence and thus will direct a team in a meet which he organized 47 years ago . . . Of interest is the fact that among the Oklahoma schools reaching the championship tournaments this year the girls' teams played longer seasons than did the boys' teams. It was also true that the smaller the school, the more games it played . . . Thinking about lengthy basketball seasons brings to mind the 1930-31 Athens, Texas team which played 43 games, winning 34 and losing 9. The tough part of this tale is the fact that the team took an automobile trip through Indiana and in a snowstorm the two cars became separated, with the result that most of the 9 games played on the trip involved only half the Athens squad. Anyone care to suggest that there is too much physical pressure on today's schoolboy athletes?

AT MICHIGAN State home basketball games an assistant coach

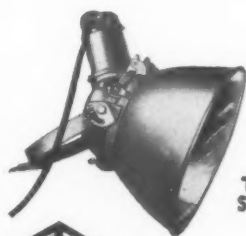
uses a tape recorder from a high vantage point to record a running and highly technical account of the game as it progresses. This account is played back later to the coaches and team members . . . In comparing the individuals and relay teams that won firsts in the same year in the Texas, Kansas, and Drake Relays it is worthy of note that relay performances improved later in the season, while individual performances were better early in the season. Specifically, among the grand slam relay winners, the Texas Relays had the best times in 15 of the years; the Kansas Relays the best times in 10 of the years; and the Drake Relays the best times in 22 of the years. However, in the individual events, the opposite is true. Among the individuals winning firsts in the same year in all three relays, the best performance occurred 20 times in the Texas Relays, 11 times in the Kansas Relays, and only 12 times in the Drake Relays. In case you are wondering about the scheduling of these meets, the Texas Relays are held the first weekend in April, the Kansas Relays are two weeks later, and the Drake Relays follow the next weekend . . . Jack Keogh returns to his alma mater, Pomona College, this next season as basketball coach and in so doing will be reunited with two former associates at Capuchino High School in San Bruno. Bill Arce, baseball coach, Jess Cone, frosh baseball coach and line coach, and Jack Keogh were together on the coaching staff of the California high school . . . According to a recent survey of basketball coaches in college, high school, YMCA, AAU, and Canadian organizations there is almost a 2 to 1 feeling against a rule specifying a time limit on continuous control of the ball in the front court. Among the college coaches 70 per cent were opposed to any such rule. Out of 6363 high school coaches, 64 per cent voted against a time provision. However, among YMCA, AAU, and Canadian administrators the vote was almost evenly divided.



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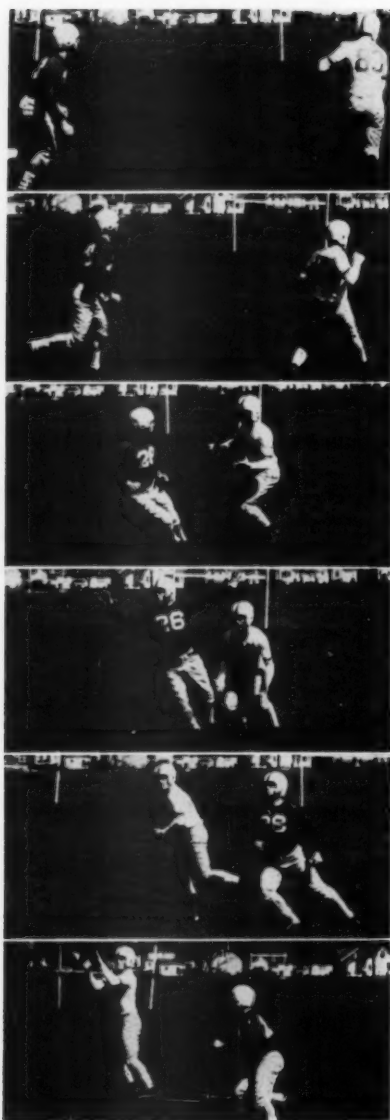
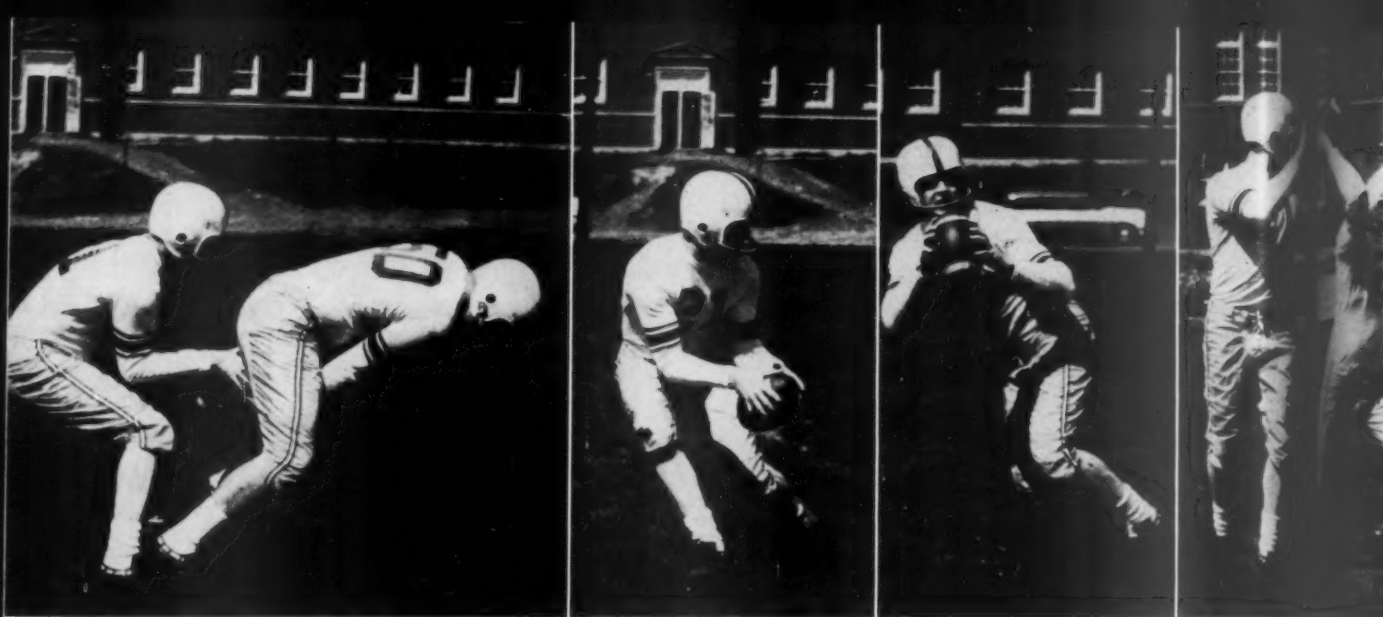
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Developing a Pass Offense

By JESSE VAIL

Football Coach, North Central College, Naperville, Illinois

IN order to develop a pass offense, two types of passes are necessary. Passes where the quarterback drops straight back and those which resemble our running attack are used. The latter develop more slowly and are made harder to cover as a result of the running threat.

The key to success in a passing attack depends upon many factors; however, two stand out. A team must have a sharp, accurate passer and capable, fast, clever receivers.

Taking everything into consideration, the following elements are necessary in order to have a good passing attack: 1. Passer. 2. Receivers. 3. Blocking (pass protection). 4. The running game threat. 5. Protection against interception. 6. Pass patterns to take advantage of defensive weaknesses of all types of defenses. 7. Downfield blocking after the pass completion. 8. Good faking by receivers. 9. Automatics to change pass plays at the line of scrimmage. 10. Screen passes.

In developing our passing game, each factor is considered separately and each detail is worked on in our

practice sessions. We shall discuss the drills which are used to develop each portion of our passing game and the fundamental skills that are taught to our players.

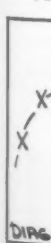
The Passer. On drop back passes, the following fundamentals are stressed:

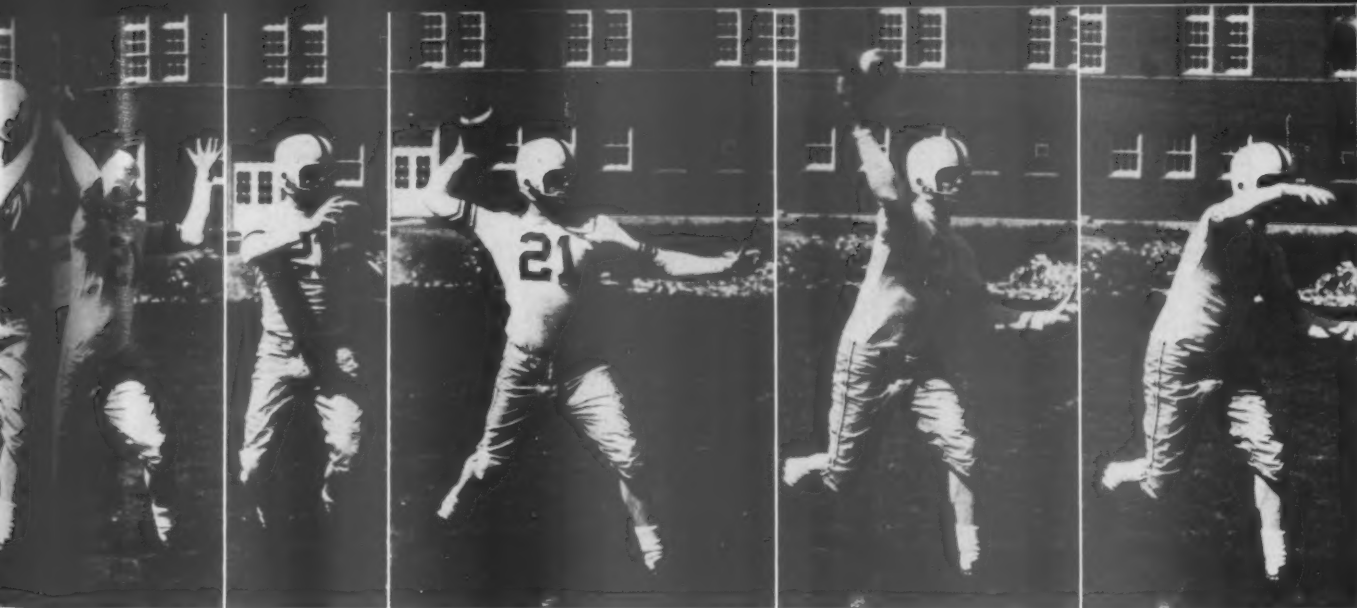
1. Push off and get back five yards deep in a hurry.
2. The passer should confine himself to an area between the guards and no deeper than five yards.
3. Get the pass off in less than five seconds. In order to have protection for five seconds the blocking must be terrific or else there is no rush on the passer.
4. The passer should bounce on his feet into place and grow tall when he passes.
5. He should cover on all passes.
6. A passer should throw as if he were throwing over a fence in order to keep his arm high and get the ball over rushes.
7. Long arm fakes should be used.
8. A passer should use split vision and look over the field.
9. He should step in the direction he throws and follow through. Much longer steps should be used when throwing long. The follow-through in the direction of the target is very im-

End hooking

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portant for accuracy, especially when throwing long.

10. Do not cut the ball away when throwing. By this we mean sliding the hand down to the side to produce a spiral. Throw straight through the ball.

11. The passer should keep the elbow of his throwing hand away from his body. The upper part of his throwing arm should be parallel to the ground, and his elbow should level through.

12. Avoid tension because it destroys control and power.

13. Strengthen the passing muscles. The key muscle is located in front of the arm pit, just below the chest. Throw from a kneeling position and increase the distance. It is a good idea to use a weighted ball.

14. Practice throwing a wet ball at least once a week.

15. Throw away from defenders. Make it necessary for the receiver to go and get the ball.

16. A passer should know how to tuck the ball away and eat it when he is tackled on the rush before he can get it away.

17. Use the wrist when throwing short. Hit these passes quickly.

A good drill is to arrange five receivers in a semicircle (Diagram 1). Each receiver holds his hands in front of his face, palms together. The passer is approximately 10 yards away from

all receivers. He throws quickly to any receiver and he must hit the receiver at chest height. The passer tries to take the receiver by surprise to make him miss the ball. There is a great deal of competition to be derived from the drill and the passer must learn to throw quickly without telegraphing his intentions.

18. When throwing the roll-out from the run, the pass should be timed so that a right-handed passer throws as his left foot hits the ground. He should slow up slightly and relax his body to avoid throwing short.

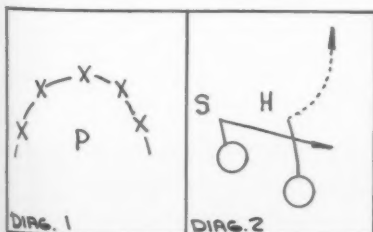
Receivers. The receivers must drill daily on the following fundamentals:

1. Getting free at the line of scrimmage. We use the following stunts: a. Splitting out. b. Block and pivot away. c. Shoot out to all fours. Crab, run, and go. d. Angle cut. e. One count delay and go.

2. Methods of getting free in the secondary. The following stunts are used by our receivers: a. Three-fourths speed run, shift gears, and angle cut. b. Head and shoulder fake. c. Ninety degree angle cuts. d. Forty-five degree angle cuts. e. Rainbow cuts out. f. Hooks. g. Hook and go. h. Hook and slide. i. Throwing a fake block and going past a player. j. Deep screen.

These fundamentals are for the most part basic to all pass offenses and techniques of coaching receivers. We would like to go into detail on several points which we consider very important in our coaching.

When the ends hook, they are instructed to find the position of the linebacker between themselves and the line immediately. If the line-



Halfback screen on linebacker

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ALS OF LINE PLAY IN THE DELAWARE WINGED T,
ude, Line Coach, Univ. of Delaware, illustrated.

Y, by Donald E. Fuoss, East Orange, N.J., High School,

cles start in this issue.

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for JU



Pass protection block

backer is blocking the path to the passer, we ask him to slide in or out to free the passing lane. If the end is between the linebacker and the line, we ask him to meet the ball by moving two steps towards the passer. We have found this maneuver helps us keep the linebackers from sliding in front to break up the pass.

Deep screens have been very helpful in our passing game. Diagram 2 shows a screen on the halfback by the flanker with the end cutting out to the free zone in the flat. The principle is the same as the one that is used in basketball. We coach our flankers to run at the defensive man and to make himself easy to cover. It is the responsibility of the end to use the screen. When we are scouted, often the defensive halfback will slide through and allow the flanker to roll off to the sideline and be open.

In coaching the ends to catch the ball, we work on the following basic

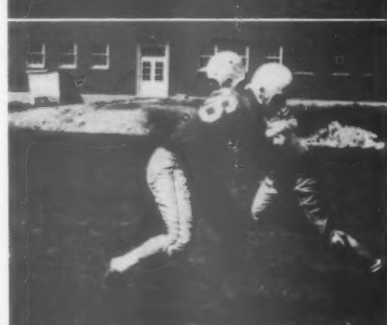
AFTER graduating from De-Pauw in 1950, Jesse Vail started his coaching career at Ishpeming, Michigan, High School where he coached both football and track. He was appointed line coach at North Dakota State during the spring of 1954. Vail accepted his present position in 1956.

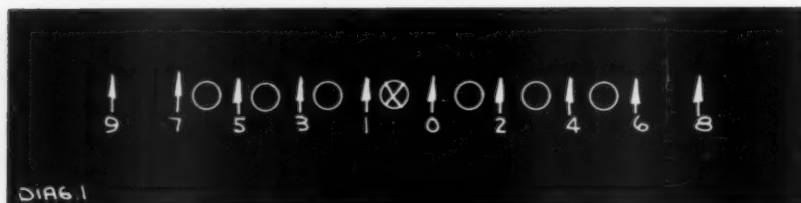
principles: 1. If a high pass is thrown directly at the end, his thumbs should be down. 2. In the case of a low pass directly at him, his thumbs should be up. 3. If a pass is thrown when the end is going away from the passer, his thumbs should be out. 4. The end should watch the ball at all times. He should snap his head down so that his chin smacks against his chest. Most passes are missed because eye contact is lost during the last foot of flight.

Each day we have the ends work on catching passes and running 30 yards as if they were in the open field. They are taught the various evasive back-field maneuvers. Sometimes we throw passes to the ends, have them receive five yards from a tackler, and then attempt to avoid the tackler to the goal line. This drill is rough, but game conditions are emphasized.

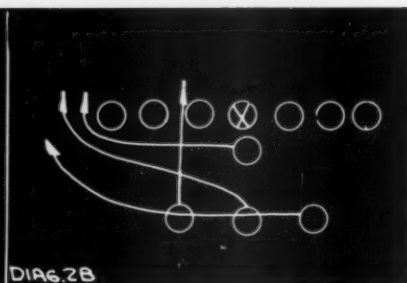
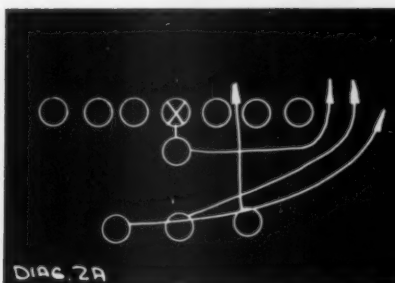
(Continued on page 34)

Pivot and long body block against rusher





Simplicity in Split T Blocking



DISCUSSION of the blocking in the split T formation has taken up considerable space in recent issues of professional publications. This problem has also been considered at coaches' clinics and in bull-sessions.

We can recall a time when a coach would diagram each of his plays against two or possibly three defenses. As a result, each player would have to recall a different assignment for each defense. When a limited number of defenses were being used, this procedure was entirely within the realm of possibility. Today, with the multitude of defenses facing linemen, it is practically impossible to expect them to remember different assignments for each defense.

Due to this situation, foresighted coaches concluded that blocking assignments must be arranged in a manner which would simplify the lineman's task. The simpler this system is, the better. The major problem was how to set up general assignments for every play against every possible type of defense.

Undoubtedly, every coach is familiar with the excellent blocking system which was set up at the University of Maryland by Jim Tatum and Warren Giese for their split T offense, while these men were coaching at Maryland.

However, many high school coaches forget they are not handling experienced college players who, as a result of their experience, can make rapid

observations at the line of scrimmage and equally rapid decisions on which defensive man they should block. At the high school level the less experienced lineman will often have trouble if he is expected to use the system which numbers the defensive men and depends on whether the defense is odd or even. Considering the multitude of defenses he must recognize and the

ANDREW GRIEVE has written a number of articles for us on six-man football, basketball, and eleven-man football. He started his coaching career at Wellsburg High School in upper New York, and then coached at Van Etten, New York and Wyalusing, Pennsylvania. Grieve accepted his present position last summer.

frequent shifting by defensive players, it is no wonder there are so many confused high school linemen.

During the last football season we were able to observe an outstanding high school team in our area. This team's line was one of the greatest defensive units we ever had the opportunity of seeing. The offensive back-

field had speed, drive, and all the other qualifications demanded of an outstanding backfield. In spite of this dream combination the team had difficulty throughout the season in maintaining sustained drives. In fact, the defensive line scored almost as many touchdowns during the season as did the offensive backfield. Being rather curious, we made it our business to find out the reason for such a situation. After several inquiries, we reached the conclusion that the offensive linemen were having difficulty in carrying out their blocking assignments. This team was using the odd-even, numbered defensive system. Although the system places no burden on college linemen, it can prove a real problem to the high school player.

We decided that there must be a simpler method of setting up blocking assignments and started to work on the problem. It did not take us long to devise a system in which it made no difference whether the defense was odd or even, and one in which it was not necessary to count the defensive men. In our system the linemen did not have to worry about the defense shifting just before the ball was snapped. The important thing was the relationship of the defensive player to the offensive player on each specific play. We checked our system by setting up numerous defenses against our basic split T plays and found it worked as effectively as the odd-even, defensive numbered system. In fact, we had the same blocking without the intricacies of the other method.

Our offensive system is based on the usual split T sequence. We do not believe it is necessary to describe this sequence to any extent since we wish to limit ourselves more to the method of setting up blocking assignments. However, we do number the plays as do most split T teams. Counting from

By ANDREW W. GRIEVE
Football Coach, Sherburne, New York, Central School

the center, each hole is numbered even to the right and odd to the left (Diagram 1). Our split T sequence is numbered 1 and each backfield man follows his predetermined path in all series 1 plays, as shown in Diagrams 2A and 2B. Diagram 2A shows the 1 series to the right, while Diagram 2B shows the 1 series to the left.

Terms which are almost self-explanatory are used on our master sheet. However, never leaving anything to chance, we supply each boy with a list of definitions for the terms which appear on his assignment sheet.

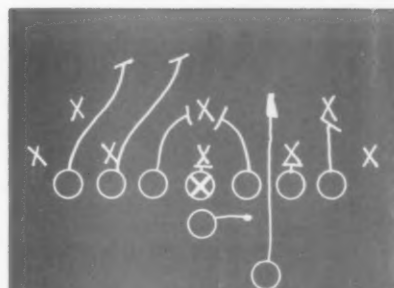
Following are the definitions and terms which the offensive linemen must understand in order to carry out their blocking assignments:

On-Side — The play about to be run is to the offensive lineman's side. Example: Play 12 would be to the right tackle's side of the line.

Off-Side — The play about to be run is away from the offensive lineman's side. Example: Play 12 would be away from the left tackle's side of the line.

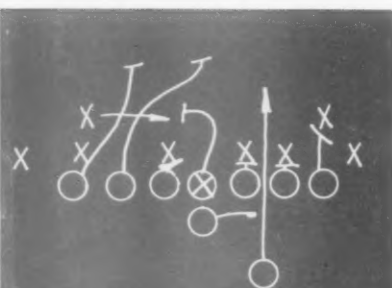
Play Inside — The play about to be run is between the lineman and the offensive center. Example: Play 13 would be inside the left tackle.

Play Outside — The play about to be run is between the lineman and the end on his side, or for the end who is outside of him. Example: Play 13 would be outside the left guard.



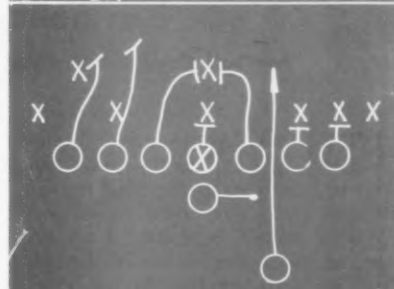
DIAG. 3A

5-3



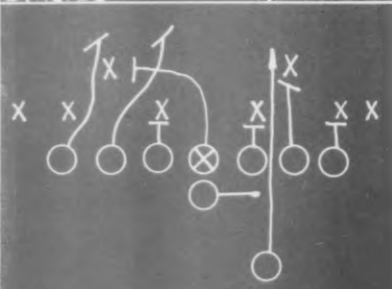
DIAG. 3B

TIGHT 6-2



DIAG. 3C

5-7



DIAG. 3D

LOOSE 6-2

Man in Front — Any defensive lineman who plays directly in front of the offensive lineman.

Man on Right — Any defensive lineman who plays in the split to the right of the offensive lineman, but not in front of the next offensive lineman to his right.

Man on Left — Any defensive lineman who plays the split to the left of the offensive lineman, but not in front of the next offensive lineman to his left.

Nearest Linebacker — The defensive linebacker who is nearest to the offensive lineman. The offensive lineman, by using common sense, can usually determine which linebacker will be in the best position to stop a particular play.

Downfield — Any lineman with such an assignment breaks downfield and gets in position to block in the secondary for the ball-carrier. Some coaches like to give these downfield blockers definite assignments, while others do not. A decision of this kind will depend entirely upon the coach's philosophy.

When these definitions have been fixed in their minds, the linemen will be ready for their master assignment sheet. We believe this system of blocking is simplicity personified. The lineman, in most cases, has three options when he is on the on-side. Any time he is on the on-side and there is a man in front of him he will always block him. The guards and the center will always block any man in front of them, whether they are on the on-side or the off-side. The location of the play will determine whether they will block the man in the split to either side of them. In the majority of the plays, with no one in front of them or in the splits, the on-side linemen will go for the nearest linebacker.

(Concluded on page 48)

BLOCKING ASSIGNMENTS

	On-Side		Off-Side
Pos.	Play Outside	Play Inside	
Left End	Man in front	Man in front	Downfield
	Man on right	Man on left	
	Nearest linebacker	Nearest linebacker	
Right End	Man in front	Man in front	Downfield
	Man on left	Man on right	
	Nearest linebacker	Nearest linebacker	
Left Tackle	Man in front	Man in front	Downfield
	Man on right	Man on left	On 10 and 20
	Nearest linebacker	Nearest linebacker	Nearest linebacker
Right Tackle	Man in front	Man in front	Downfield
	Man on left	Man on right	On 11 and 21
	Nearest linebacker	Nearest linebacker	Nearest linebacker
Guards	Man in front	Man in front	Man in front
	Man between you and center	Man between you and center	Man between you and center
	Nearest linebacker	Nearest linebacker	Nearest linebacker
Center	Man in front	Man in front	Man in front
	Man between you and on-side guard	Man between you and on-side guard	Man between you and on-side guard
	Nearest linebacker	Nearest linebacker	Nearest linebacker

Methods an End Can Use in Releasing for a Pass

BY DONALD E. FUOSS

Football Coach, East Orange, New Jersey, High School

FOOTBALL coaches should never lose sight of the fact that every passer is only as good as his pass protection and his receivers. A successful passing attack depends, in no small degree, upon the ability of the offensive ends to get free at the line of scrimmage and into the open to receive the pass. If they fail to get out into the pass pattern quickly, their speed and ability are of little value. When an end permits himself to be held up, it becomes almost impossible to complete the pass to him.

DONALD FUOSS was an all-conference center at Catawba College, playing on the 1947 Tangerine Bowl team. He coached at Spencer, North Carolina, High School and Bethany College before going to Shepherd College in 1953. His 1955 team at Shepherd was undefeated and untied, and Fuoss was named West Virginia "Coach of the Year." At the present time he is completing his first year at East Orange, New Jersey, High School.

In order to have good timing on a pass, the ends must get past the line of scrimmage quickly.

There is a growing tendency on the part of defenses to box or cram the receivers at the line of scrimmage. Many coaches feel that holding up the receivers is the best way to stop a team's passing attack. The ends should be instructed to expect the defense to attempt to hold them on an obvious passing situation. Seldom will they be permitted to go into the defensive secondary unmolested on a passing

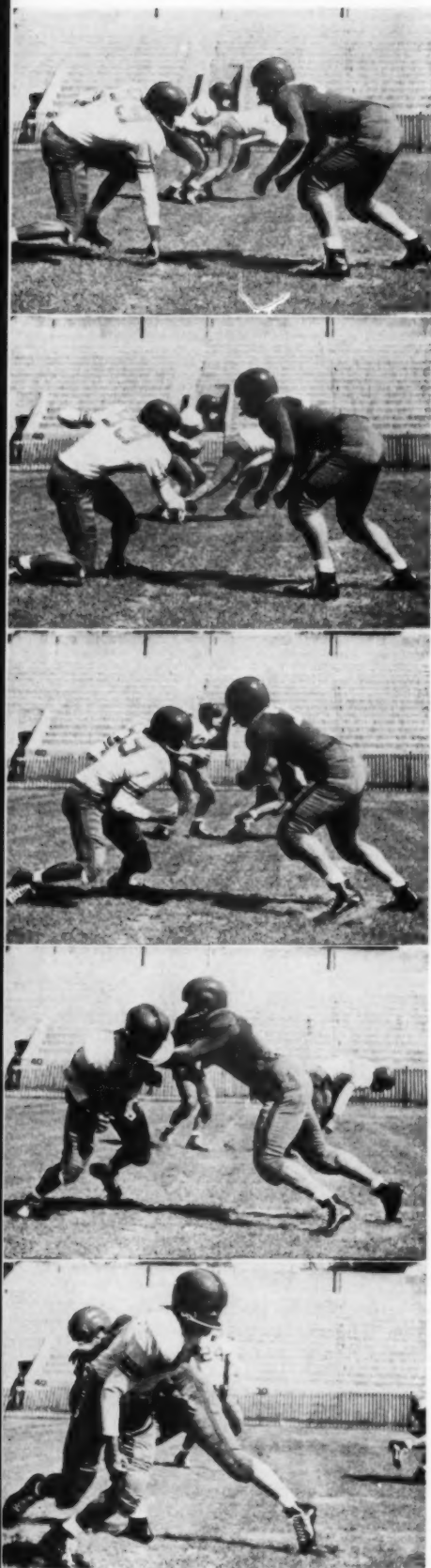
situation. Therefore, the receivers should be coached and drilled to release quickly and to get away fast without being held up. The receivers should be taught several different releasing maneuvers so they will not become confused and expend valuable time and energy getting off the line of scrimmage.

The various releasing techniques which should be taught and practiced are as follows: 1. Split out or become a detached end or flanker. 2. Quick head-and-shoulder fake in one direction, go the other way. 3. Fake block or controlled block and slide out. 4. Crawl out on all fours. 5. Pivot out or roll-off. 6. Call, *Holding*.

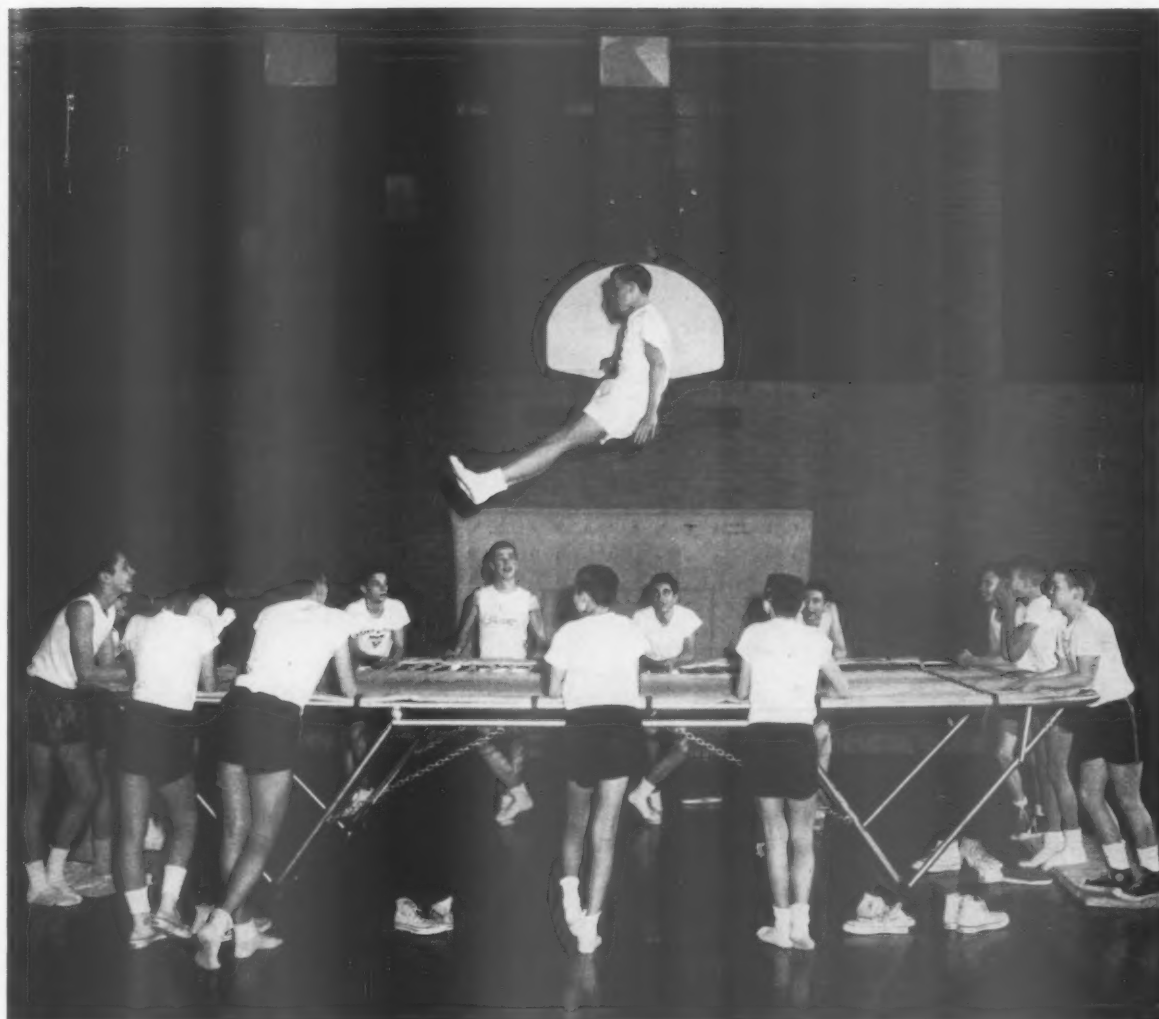
Split Out

Receiving ends should always release outside the defensive tackle and inside the defensive end except in certain situations when it is impossible to do so. In other than an obvious passing situation, the end who is employing a tight release will probably be more effective and deceptive than one who is using an extended release. In the former, if the end will merely move out an extra yard or so from his regular position he can exert additional pressure on the defensive tackle and/or linebacker, and he will have more room to clear the line of scrimmage.

The simplest, most obvious, and the surest method of getting free is for the receiving ends to split out to a position away from the congestion of the interior line play. If the end splits out five yards or more and becomes a detached end, it is impossible for one defender to hold him up. The receiver has a two-way go — he can fake and cut inside or fake and cut outside. However, in removing himself from the proximity of his own tackle continually, the offensive end limits his team's running ability to his side of the line. Then the danger of over-splitting is



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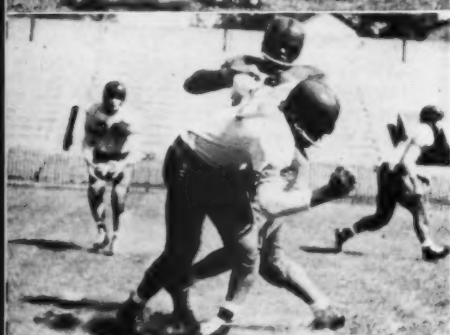
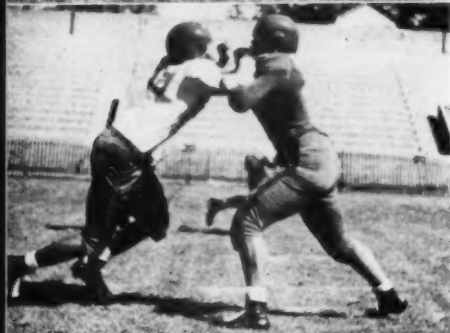
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present. The latter position and tactic destroys some of the element of surprise and acts as a tip that a pass may be attempted.

On an obvious passing situation, i.e., third down and long yardage to go, or late in the game when their team is behind in the score, the ends should split out to far positions. A tactic of this type will permit the receivers to get out into the pass lanes and patterns quickly, and will spread the defense. Under these circumstances the ends have little to gain and a great deal to lose if they remain in close to their tackles. They may be held up easily and not be able to get out into the defensive secondary.

Head-and-Shoulder Fake

(Series A)

The ends should be taught to execute a quick head-and-shoulder fake inside, then slide outside, and vice versa. They should be drilled to stay low and move quickly because defensive men will instinctively bump the pass receivers if they are high and slow in releasing downfield.

When employing the head-and-shoulder fake, the ends should over-emphasize their actions or the defensive player will not be fooled. An end may keep his feet stationary and swing his head, shoulders, and arms in one direction and then push off hard in the opposite direction. Or he may exaggerate his movements by taking a quick jab step to the inside staying in a low position, swing his head and shoulders hard and fast to the inside, and then push off quickly with his inside foot to the outside. The procedure is reversed if he wishes to release inside. He should fake outside first and then drive back inside.

Fake Block or Controlled Block and Slide Out

(Series B and Series C)

One maneuver is for the end to take a quick jab step with his lead foot, snap his head back, and bring his hands and arms upward hard and fast as if he were going to execute a high chest block on the defensive player. Instinctively the defensive man will raise up or step back so that he is not struck in the face. The hesitancy of the defensive player is all the offensive end needs to slide out unmolested. An end must be careful that he does not actually strike the defensive player in the face and/or is penalized for illegal use of his hands.



Series B

The second technique is to drive into the defender low and hard executing a controlled shoulder block, release, and slide off into the pattern. It must be an aggressive block or the defensive player will not be fooled. Generally, under these circumstances, a properly trained defensive player will turn the offensive end loose as he reacts to the block.

Crawl Out

(Series D and Series E)

An offensive end may shoot outside the defensive player by scrambling on his hands and feet for a couple of yards, and then get up and go quickly when he gets past the defensive player. He may wish to use a head-and-shoulder fake first, and then crawl out on all fours. It may be necessary to block out aggressively, and then crawl out.

When two players are trying to pinch an end, he may dive on all fours between them and then come up running. Of course, if they hold him after he makes this move, defensive holding should be called by the officials.

Pivot Out or Roll-Off

(Series F and Series G)

The pivot out is a very effective method of escape. The end may pivot on the line of scrimmage without taking a step forward by keeping his outside foot, which is back, stationary and pivot quickly on it to the outside.

From the same staggered stance and position an end may wish to step with the outside foot first. If he steps forward and parallel to the line of scrimmage, then pivots, he can get outside.

Regardless of the foot he uses for his first step, the end should whirl hard, fast, and low so that the defensive man does not drive into him when his back is to the line of scrimmage. Should this occur, the end merely uses the defensive man as leverage to get outside. The drill is similar to the one defensive linemen are taught when they are blocked from an angle and wish to roll-off and pursue in the direction of the block.

A roll-off will be successful if the defensive man is driving into the end on the snap of the ball. The end should execute a controlled block and spin out. Actually, the defender is helping the offensive end get out.

If two men are pinching the offensive end, it is better to block one of them and to roll out on the other rather than try to fight both of them. The end may wish to employ the crawl out.



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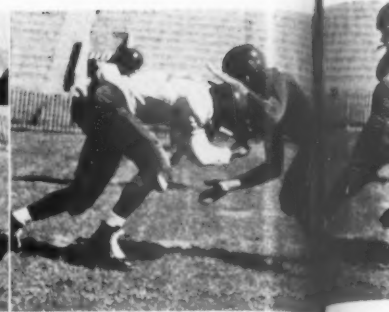
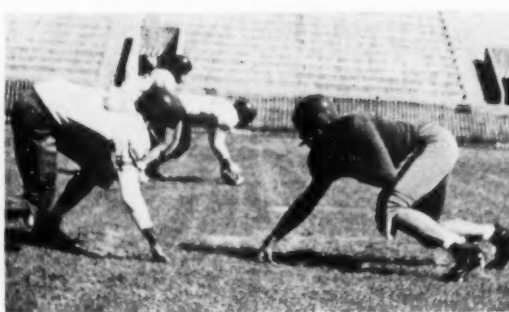
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Sometimes an end will have to use a combination of releasing maneuvers to get into the defensive secondary. As an illustration, he may use a quick head-and-shoulder fake or fake a shoulder block, to slide by the defensive tackle, and then employ a pivot or roll-off to get by the linebacker.

Many times the defensive men will cram the offensive end and actually hold him illegally. There are few le-

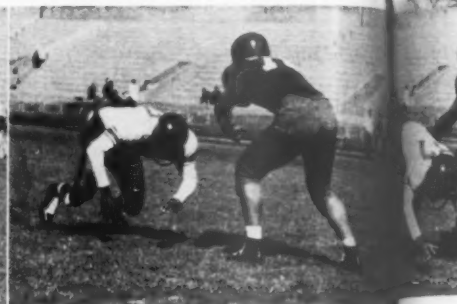
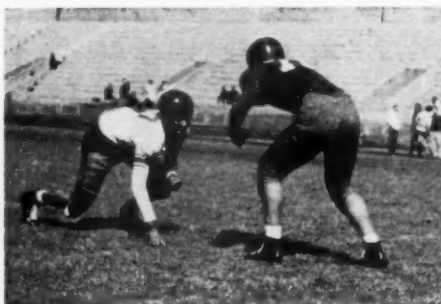
Series C



Series D

gal releasing maneuvers an end may employ to get free. In fact, the offensive end may be penalized for illegal use of his hands if he tries to push to break free. Under these circumstances the end should shout as loudly as possible, *Holding*, in order to call the official's attention immediately.

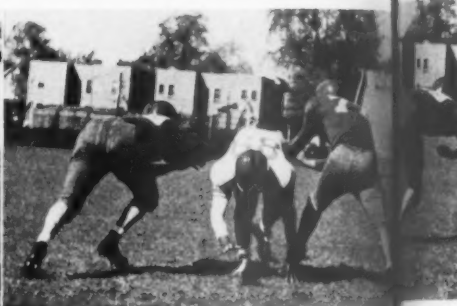
The normal reaction is for the defenders to release the end immediately. If they fail to do so, they should be penalized for defensive holding. By shouting, *Holding*, the end calls the official's attention to what is happening. The receivers should be cautioned against using this tactic if the defenders are not actually holding them.



Conclusion

We believe the time used in teach-

Series E



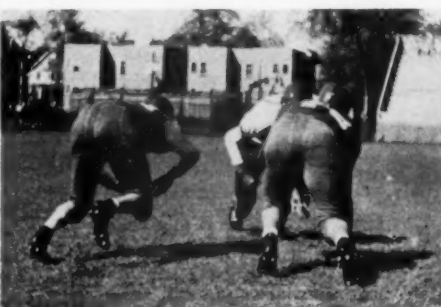
Series F

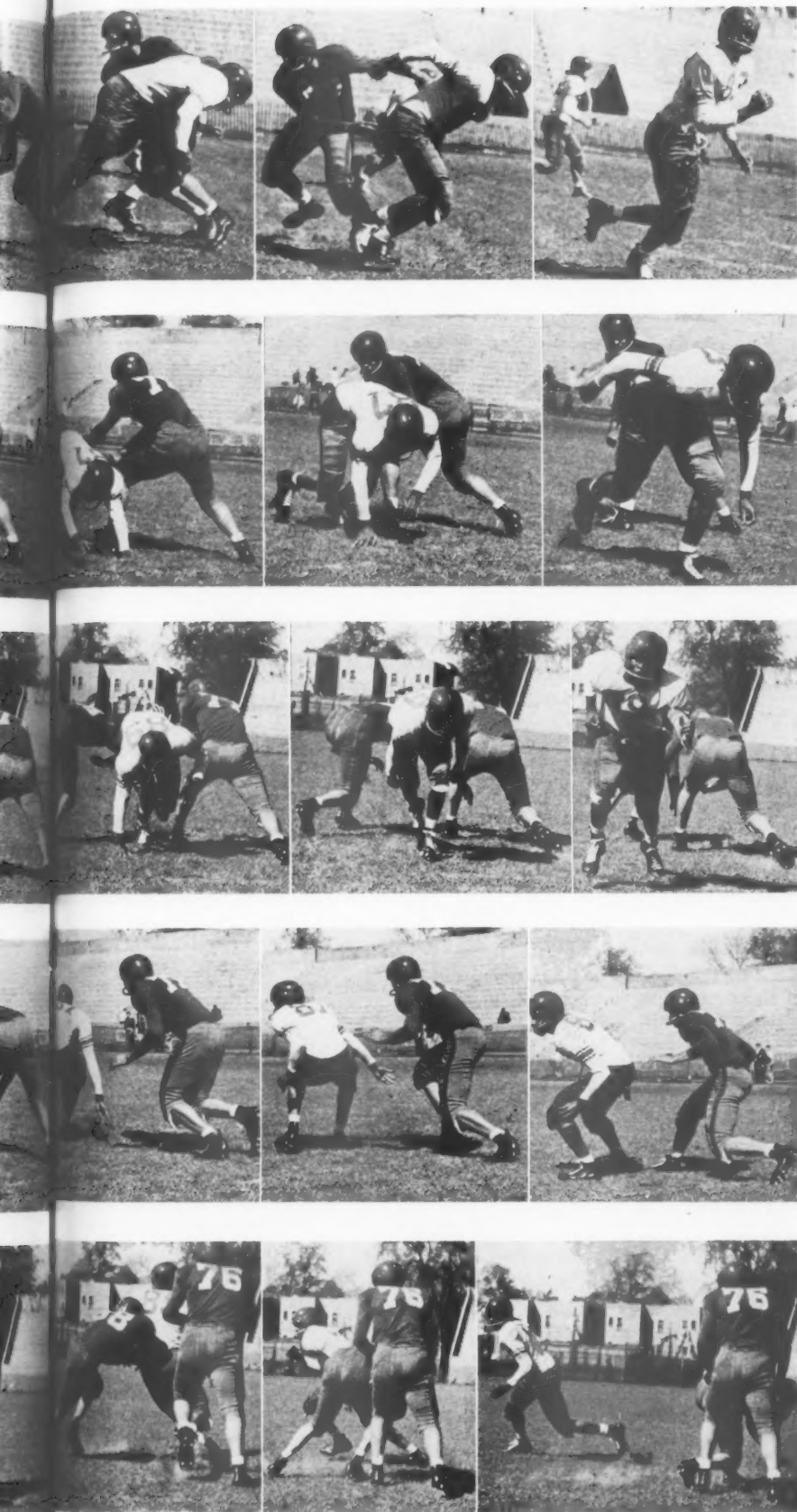
ing and coaching these releasing maneuvers has brought profitable results. Several years ago when we were at Bethany College our players set a new conference record by gaining 1,132 yards through passing in eight games. In 1955 at Shepherd College, we led the conference, and were up with the leaders in the National Association of Intercollegiate Athletics in passing statistics. Our passer gained 1,002



Series G

yards through passing in eight games. He completed 58 per cent of his passes, and threw 15 touchdown passes. We were one of only twenty undefeated-untied college teams in the nation in 1955. In both instances, the quarterbacks of those teams were the first to admit they had good pass protection and excellent receivers. Every passer is only as good as these two factors.





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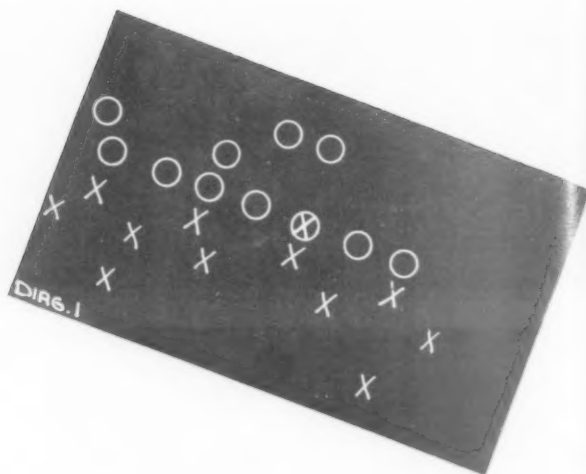
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Defensing the Single Wing With a 4-5

By **JAMES HOUDSHELL**
Athletic Director, Findlay College, Findlay, Ohio



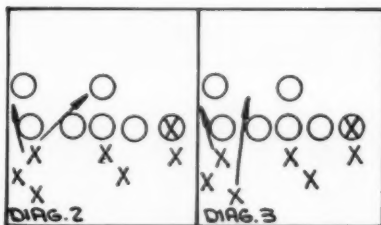
THE single wing offense, with its power and diverse attack, has been defended often by a close-up and tight defense. Many teams used the six and seven-man lines with shooting linebackers. Our defense varies somewhat; however, it has been successful in stopping balanced or unbalanced single wing offenses.

It is a 4-5 defense, which employs the rudiments of the six with that of the seven-man line, and yet is neither. To our way of thinking, this defense gives better pass protection. Diagram 1 shows the basic alignment of our 4-5-2 defense against an unbalanced line.

The four linemen must be aggressive and speed is essential. We stress speed at all times. If the straight 4-5 is called, we have these four players charge straight across with a shoulder or forearm blow. Their charge is hard and it must be low. For this reason the ends use a three-point stance and the interior two linemen use a four-point stance. Our first aim is contact. The responsibility by position is as follows:

Left End. Against the strong side, he will crash the offensive end and contain him on the line. Then, after contact, he will play the ball.

Left Tackle. Against the strong



side, he will line up opposite the third player in on the offensive line. Then, using a four-point stance, he should lunge first for contact and then play the ball. Since this offensive player is often the pulling man we tell our linemen, that if no one is there to jam the way of the puller, they should tackle any player they can reach. This is done only if the offensive player pulls. If the offensive player attempts to shoot through, our player is instructed to tackle or forearm him on the line to help prevent the possibility of a trap. This defensive player must make good use of his hands, for much of a good single wing will come his way.

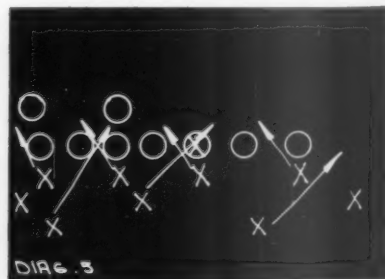
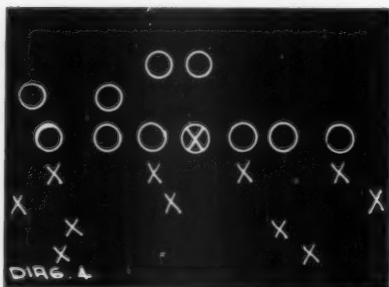
JAMES HOUDSHELL attended Muskingum College and Findlay College where he lettered in football. He graduated in 1953. After coaching two years at LaFayette and Findlay High Schools in Ohio, Houdshell accepted the position of athletic director and head football coach at Findlay College. Since he has been at Findlay his teams have compiled a record of 13 wins and 4 losses.

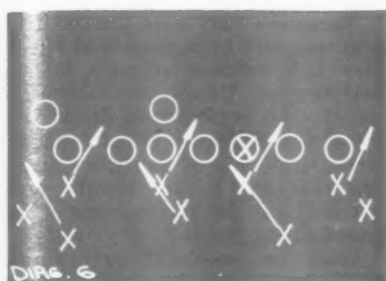
Right Tackle. Against the weak side, he will play across from the center. He will also use a four-point stance and should really jam the center. Again, after the charge, he will play the ball. The right tackle should not permit the center to get out to block.

Right End. Against the weak side, this end will play straight across from the offensive end, unless the offensive end is flanked at more than two yards out. If the offensive end is flanked, then the defensive end will shoot the gap and play low. His responsibility is to contain the end and play the ball.

In all cases these four players must play against pressure from the offensive blockers. The four linemen can enhance their play through stunts with the linebackers. We are always changing our defenses and many stunts are used to confuse the offense.

Of course, the linebackers are the key to this 4-5. They are instructed to vary their positions constantly. However, in a straight 4-5, the outside linebackers play one and one-half to two yards off the line and three to five yards outside the defensive end. They have outside running responsibility, and on pass coverage they should take the first man to the outside from the



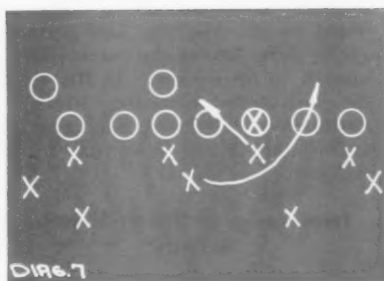


offensive backfield. The fullback will always take the side of the single wing shift.

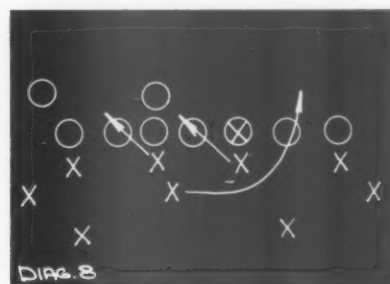
The second linebacker to the inside will play off the defensive end or straight away from the end. We instruct him to vary with the play situation. He uses a stance that is staggered forward slightly with his inside foot. This linebacker may work some stunts with the end. The accompanying diagrams show some of the stunts we use.

These stunts are easy and the end always takes some player when he is stunting. As shown in Diagram 2, he shoots inside the offensive end, and at the same time he is trying to knock down the quarterback. The linebacker counters to the outside, using the wingback as his key. When the end crashes outside, he aims to knock down the wingback, with the linebacker countering to the inside of the offensive end. This maneuver is shown in Diagram 3. In these two stunts the linebacker has no pass protection responsibilities. When he is not stunting, this linebacker has the responsibility of the second man out his own way.

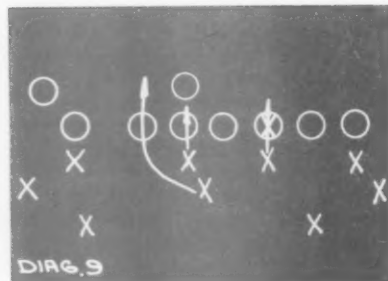
We feel that the weak-side inside



linebacker should play the ball, and he uses a stance in which he faces the tailback. He is instructed to watch every movement of the tailback. This linebacker often catches the cutbacks or inside reverses. Also, he has the second man out to his side for pass coverage.



The middle linebacker plays a very important part in our 4-5. He keys on the fullback and plays a varying position inside our two inside linemen at a depth of one and one-half to four yards. If the fullback should attempt to slip into the flats or to get loose for passes, this middle linebacker has the



responsibility for coverage. Occasionally, he may stunt with one of the inside linemen, in which case the linebacker will shoot and the lineman will drop out.

The defensive halfbacks have the ends on their side for pass coverage. They play at a depth of eight to ten yards. The halfbacks will line up on the outside shoulder of the offensive end and faced inward slightly.

Our defenses are changed for each game, and four to nine-man lines are used.

When we are defending the balanced single wing, our inside two linemen are shifted to heads-on with the offensive guards (Diagram 4).

Defensive responsibilities do not change when a balanced line is confronted.

Another stunt which has worked favorably is a four-man veer with the linebackers countering (Diagrams 5 and 6).

The following four diagrams show some other stunts which may be used with this defense. As shown in Diagram 7, the interior lineman veers into the inside offensive guard, while the
(Concluded on page 44)

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THE main purpose of the program described in this article is to provide a structure of organization and to provoke interest and participation in out-of-season conditioning and development through the explanation of the components of performance and an outline of related workouts. In order to provide a structure of organization, a voluntary athletic club appropriately named The Pioneers, the name of the athletic teams of the college, was formed. As presented here, the material was given in pamphlet

E. G. BOOTH, JR., graduated from Grinnell in 1949 after earning letters in football, basketball, and track. He served as freshman coach of all sports the following year and then was appointed head track coach. Booth coached track and cross country for the next six years and his teams never finished below fourth place in the Midwest Conference in either sport. Currently he is on a leave of absence to complete work for his Ph.D at the University of Iowa.

form to all athletes to sell the ideas. The program seemed to be appreciated and effective, and although the method of presentation and organization probably would be modified, the information and methods of motivation should be appropriate for most groups of athletes.

During the season the athletes enjoy working together in regular practices and they become accustomed to a routine amount of exercise, diversified activity, and recreation. After the close of the season, unless there is some directed program, each athlete tends to drift off his own way and to lose much of the progress he has made during the season by the time the next season rolls around.

Since the life of a student is almost completely sedentary, those who make some attempt to work the year around gain advantages. It is also good discipline for students to become accustomed to working out regularly through their own motivation. After graduation, unless an effort is made to join an athletic club, a team, a YMCA or work on home exercise, the physical fitness and vigor is soon lost and the individual is relegated to the ranks of the many sadly out-of-shape former athletes.

Through the organization of the club, workouts in pairs or in groups

two or three times each week provide recreation and relaxation that is needed by all students and particularly by those having the excess energy common to an athlete. At the same time with some planning, strength, coordination, flexibility, and general conditioning can be maintained and developed.

Importance of Out-of-Season Activity

After the club was started, the next objective was to sell the athletes on the

Strength

An athlete may have the coordination necessary to perform well but he may lack sufficient strength for top performance. Usually any athlete can improve his performance through an increase in strength. Weight training seems to be one of the better means of increasing both overall body strength and the development of isolated muscle groups.

Work on isolated muscle groups may be needed because of the apparent weakness of such areas as the back,

Out-of-Season Training

BY E. G. BOOTH, JR.

needs and benefits of the program.

Several basic physical factors are involved in all athletic performance: skill, form or proper technique; overall body strength and flexibility; flexibility and strength of isolated muscle groups; heart and lung condition, and general body condition and weight.

Skill

The factors of skill, form or technique are developed primarily during the regular season. However, in many instances certain aspects of an athletic event can and should be improved during the off season. Individual work on certain phases of the sports such as shooting baskets, punting or passing, blocking, high jumping, hurdling, and similar skills can all lead to improvement in the total achievement in the sport. The backgrounds of many of the great athletes contain a great deal of individual work. A good program of individual development of skill leaves a greater amount of time in season to work on the other phases of the sport. With a little adaptation considerable work can be done indoors in the winter months and, of course, summer weather affords an excellent opportunity for the development of the conscientious athlete outdoors.

abdomen, injured knees, shoulders, and ankles. Usually, it is advantageous to strengthen muscle groups which play an important role in a particular performance such as the take-off leg of a jumper, pole vaulter or basketball player or the arm of the shot putter, the baseball, and football player. Work in this area can also prevent a season of bitter disappointment in which an athlete has to sit out a part or all of the season because of an injured knee or ankle due to poor condition at the start of the season. This last point of conditioning prior to the start of a sports season is very important now that most of our athletes ride instead of walk most of the time. There are also fewer heavy manual tasks in the normal routine of living; therefore, a conscious effort has to be made in order to develop strength.

Flexibility

The role of flexibility in athletic performance is often overlooked, but particularly the track and swimming coaches have come to realize the importance of the development of a wide range of movement. Flexibility combined with proper strength will make

(Continued on page 39)

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Trainer Waite using portable Cyclo-Massage cushion in treatment of ankle injury.

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PLAY	Defensive Formation											
	Down-Distance				Making Tackle				Gain (or loss)			
	1-10	1-10	2-10	3-10	4-10	5-10	6-10	7-10	8-10	9-10	10-10	11-10
30	5-4 LG-LT	8-3 LB-LT	5-4 LB	6-3 LG-LT	5-4 MG-LB	3-5 LB	2-3 LB	2-3 LB	2-3 LB	2-3 LB	2-3 LB	2-3 LB
31	5-4 HB	5-4 LE	5-4 HB	5-4 LB	5-4 LE	8-3 LE	5-4 HB	5-4 LB	6-3 LB	5-4 LE	6-3 LE	6-3 LB
32	8-3 RG	8-3 LG	8-3 AG	6-3 HB	6-3 MG	3-5 LB	2-3 LB	2-3 LB	2-3 LB	2-3 LB	2-3 LB	2-3 LB
33	5-4 RT	5-4 RT	5-4 RT	5-4 RT	5-4 RT	5-4 RT	5-4 RT	5-4 RT	5-4 RT	5-4 RT	5-4 RT	5-4 RT

Using the Telephone as an Aid to Game Strategy

BY DALE HANKS

Football Coach, Pocahontas, Kansas, High School

THIS article is directed to the general practitioner type of football coach who finds himself all alone in the autumn months enviously looking across the gridiron at the opposing head coach with his staff of assistants who are collectively observing, discussing, and planning for the business at hand. They are using game strategy, and in this offensive-minded era, we must take advantage of the opposing defense. Certainly we have scouted the team twice, but our offensive designs must remain flexible. In order to be opportunists, we must observe constantly, and we must observe intelligently. The opposing coaching staff is organized and equipped to do just that. The single varsity coach is alone with the numerous tasks required by the situation, and is desperately in need of assistance.

A high school football coach who is seeking that extra assistance for his team might do well to consider the telephone as an aid to more complete game strategy. Of course, the use of the telephone is not new. However, we feel that our system of recording information will prove helpful for an undermanned coaching staff.

In our situation we are often definitely outmanned by our opponents, both in player and coaching personnel. In trying to compensate for this disadvantage, we feel that we have partially overcome the problem through the use of telephone communication from a vantage point relatively high over the playing field to the bench.

Most coaches readily agree that the poorest observation point from which to watch a football game is the bench. Too often, about all that can be seen from this angle is twenty-two pairs of

legs running through various maneuvers that would be impossible to diagnose correctly. It is a situation similar to that of the man who could not see the forest because of the trees. Logically then, why not observe from above to secure an overall picture?

Naturally, the greatest factor of success lies in the competence of the observer. In our case, since we have only one coach, two interested high school students observe from above — one watching the defensive line, the other watching the defensive secondary. Considerable time is spent in training these boys to recognize the various defensive alignments which are normally encountered. This training is done through conferences, reading, and study on the boys' own time, and through the use of visual flash cards on which are diagrammed the major defenses and variations against our particular type offense. During each scrimmage session the observers man their posts and practice calling the defenses throughout the entire scrimmage.

During a game our second team quarterback handles the bench telephone. (Concluded on page 37)

AFTER graduating from Arkansas College in 1950, Dale Hanks entered military service. While in Germany he served as line coach for the Heidelberg Military Post team. On his return he was appointed assistant coach at Paris, Arkansas, 1953-54, and then accepted his present position as head coach at Pocahontas.

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Protect That Passer

By DAVID HAWK

Assistant Football Coach, Corsicana, Texas, High School

GOOD techniques in pass protection blocking by each individual player are prime requisites for any well-rounded passing attack. The purpose of this article is not directed toward team protection for the passer, but rather toward individual blocking techniques and maneuvers which can be put to use by each man in giving a passer more time to throw.

Drop-Back Pass Blocking

In blocking for a straight drop-back pass with no running play fake, our linemen use a semi-passive block. On the snap of the ball, the blocker takes a short drop step with his outside foot while pivoting on his inside foot. As soon as his outside foot is stationed some ten to twelve inches back, his inside foot is also squared. The blocker should be able to uncoil in his block at any time after reaching this point. In order to be able to uncoil properly he should:

1. Be in a low crouched position, with his back straight, and his knees bent and ready to uncoil into his block.

2. Be on the balls of his feet constantly, and be churning his legs in short, choppy, stationary steps. This position permits the lineman to adjust quickly to the lateral movement of an opponent who might evade the blocker if his feet were stationary when the defensive man moved. This is one of the most important phases of pass protection blocking and should not be overlooked when drilling for protection.

3. Watch the area of protection which is assigned to him closely, and

not leave that area to chase a slanting or looping lineman or any type of stunting defensive man. Thus, the blocker will be ready for any slant, loop or crashing linebacker who might enter his own territory of responsibility.

4. Carry his arms in front of his body in a semi-flexed position. If the blocker's arms are flexed too tightly before his block, he is unable to maneuver with top efficiency. If they are completely relaxed, the blocker is not set properly to throw a sound block.

From this position, the offensive man should be in balance and in excellent position to begin his protection for the passer.

As the defensive lineman commits himself and approaches within the blocking distance, the blocker plants both of his feet on the turf for the first time since the ball was snapped. With his feet firmly planted the blocker is able to obtain maximum power in his uncoil. From this low, crouched position, the initial contact is in an upward and outward movement. Contact

DAVID HAWK lettered in football at Southern Methodist in 1954 and 1955 and served as defensive quarterback both years. He was elected co-captain of the team in 1955 and was also nominated to the academic All-American team that year.

should be made sharply in the chest region of the defensive man, thus raising the rusher.

From this low position, we believe the upward and outward block is superior to a screening type passive block since the defensive man has straightened up and must obtain another low position before regaining his drive and power in rushing the passer.

A blocker should never remain in constant contact with the defensive man as long as the latter is directly in front of the blocker and in balance. When contact is retained on a balanced defensive man, the chances of his rolling out of the block are greatly increased. Also, the smaller offensive man is placed at a disadvantage by remaining in a force-against-force battle with a player who is often 40 to 50 pounds heavier. Instead, the blocker should use a series of sharp contact uncoiling blocks. That is, after the first uncoil is made, then the blocker should drop to his original spot and repeat his machine-gunning and other tactics which were evident before the first contact was made. In other words, we might say that as long as the defensive man does not commit himself to either side of the blocker and is not noticeably thrown off balance by the force of the offensive man's explosion, the protection is given in a series of short jab blocks, each of which stops and straightens the rusher in his attempt to rush the passer. This type of protection and the strategy is altered in three instances:

1. When the defensive player is thrown off balance (and this is easily determined by the manner in which he meets the force of the offensive man's block), constant pressure should be applied to keep him from regaining his balance while remaining directly between the rusher and the passer.

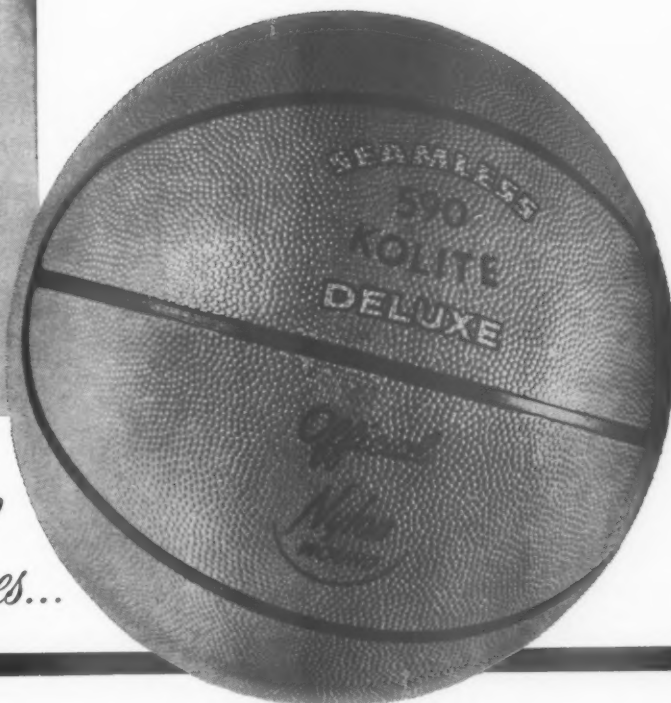
2. When the rusher chooses the outside of the offensive man as his route to the passer, the blocker should use a passive reverse shoulder block, and keep his head between the rusher and the pocket for the passer. If the defensive lineman chooses this option, he should not be able to get to the passer, since the blocker is able to use the rusher's own momentum in riding him back and past the pocket provided for the passer.

3. When the rusher chooses the inside of the blocker as his path to the passer, the offensive lineman should adjust his block quickly into a very aggressive reverse shoulder block, again keeping his head between

(Continued on page 42)



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Ten Commandments for a Winning Coach

By **WARD L. MYERS**

EVERY coach wants to have a winning team and be able to walk off the field or floor with the respect and good will of his opponents. Coaches like the warm glow which follows a successful season—a job well done. Here are some time tested observations which have brought good luck during a quarter century of coaching high school football, basketball, and baseball. They may help a new coach to avoid some of the common pitfalls or serve as a check list for experienced campaigners.

1. *Do Not Marry a System.* Many new coaches feverishly diagram plays at clinics, feeling certain that the speaker has the one and only successful system. Chances are that most championship teams would excel in a number of systems. This year's split T, belly series, zone press or double pivot are as likely to rise or fall in popularity or effectiveness as the double wing or the standing guard. A coach should ask himself these questions:

Does this system fit our material? Have we the speed and deception needed for the T or could we do better with a precise single wing? Will the all-court press go against sure-handed dribblers and drivers? Might not a loose man-for-man stop the opponents' lay-up shots? Is it mainly their system which makes the champions click, or is it the way they carry out assignments?

Systems in themselves cannot produce winners. However, alert coaches can spring major upsets by well-planned strategy, provided they have teams that can really execute fundamentals.

2. *Be a Drillmaster.* In any season

great teams are well-drilled teams. The coach should watch for a fast, smooth start and crisp blocking in the front line. Good linemen charge together with split-second timing because they have executed hundreds of snap starts every day on the practice field. They developed uniform stance only after weeks of careful coaching in the finest details of getting down, placing hands, feet, shoulders, and heads every time. State champions who excel in an all-court press may devote more time each week to defense than some coaches spend during a season. An expert place kicker or punter must drill on his specialty at least 15 or 20 minutes of every practice session. Similarly, a high percentage free throw shooter or rebounder can never afford to ease up on daily practice if he is to hold an edge over his opponents. A team that is well drilled in fundamentals is always dangerous, and this type of team is seldom defeated except by teams that possess superior talent.

3. *Start Them Early.* Nothing in the way of coaching or equipment can take the place of a good early start. Expert ball-handlers in football, basketball or baseball cannot be developed quickly. Although it may be true that a natural athlete can be spotted without difficulty, many good performers develop slowly. The majority of dependable varsity performers are seniors or juniors who have had several years of experience. They can be depended upon in the clutch because they have been seasoned through experience. When a coach tries to bypass the requirement of game experience, he is generally disappointed. Winning teams are experienced teams.

4. *Look for Desire, Speed, Then Size.* Some coaches who are just starting out have preconceived pictures of the proper size for players in every position. Size should not be the strongest factor in building a high school team. A team that is composed of average size aggressive boys who have the desire to play will frequently defeat a group of larger players. It hardly seems possible that a 135-pound blocker can be as effective as one who weighs 175 pounds, but very often the qualities found in the 135-pound player are those of a better athlete, especially in high school competition.

Speed should be the next consideration. Superior speed wins games in every competitive sport. A fast football team often runs away from a stronger, slower opponent. Likewise, a fast basketball team is a constant threat and often forces the opponents back on their defensive heels. Also, a fast baseball team can go for game-winning extra bases and rob the losers of base hits when they count. Desire and speed comprise a winning combination. Size is desirable only when it is combined with speed or desire.

5. *Meet the Press Halfway.* Early in his career, every coach should decide what his relations should be with the local press. Perhaps the beginning coach will say, *We do not need help from the newspapers to have successful teams. We can produce and they will have to come to us or to our teams for stories without any apple polishing.*

If a coach is 100 per cent successful, this attitude may work. However, it is a negative feeling which presumes that the press is hostile. Actually, the reverse is generally true. Sports writers like nothing better than to write about winning teams, new records, and colorful players. These items are news, and sports events abound in happenings which are headline news. No coach wins all of his games, and in defeat there is the possibility of unfair criticism of the coach, the players or the school.

The coach who furnishes the press with pre-season information, reports on player injuries or disciplinary action, is more likely to have the truth printed, win or lose. He cannot expect to be able to ignore the reporters when he does not need them and retain their respect and sympathy when things go wrong. As a rule, a helpful attitude on the part of the coach will be reflected in enthusiastic support in sports stories. Conversely, if the coach snubs the press, he may find that even the successes of his teams are given faint praise. Remember that

a great many more people read the newspaper accounts than see the games. The players, the school, and the coach all benefit from good sports coverage.

6. *When in Doubt, Do Not Play an Injured Boy.* No coach is ever justified in playing a boy when he knows there is a good reason why he should not play. Some coaches in the past (and a declining few at present) have become so absorbed in winning games that they have been willing to risk permanent injury in order to win. This is a sin which no coach worthy of his position can condone and which no pressure group should in any way influence. When the desire to win becomes so great that the welfare of the boys is in danger, it is time for the coach to do some serious thinking about the purpose of scholastic athletics. In spite of elaborate systems, scouting, and equipment he must remember that it is only a game — not a grim battle.

7. *Do Not Ride Officials.* In professional sports crowds there seems to be an attitude that officials are fair game for all the abuse that can be heaped upon them. Most decisions made by officials are punctuated with jeers and catcalls which sometimes

have the approval of the coaches and managers. Professional officials expect these reactions — they actually become part of the sport show. However, high school and college coaches are dealing with men and boys who are interested in amateur athletics. The fine group of men who officiate in high school or college games are generally those who have played the games and who retain a wholesome interest in enforcing the rules of fair play. Most of these men spend many hours at rules interpretation meetings of their state and local associations, and their interests lie only in handling the game efficiently within the rules.

Perhaps they may be in error in a small percentage of their decisions which are made during a split-second snap or a hairline judgment situation. In most cases the coach will do well to give officials the benefit of the doubt, both in the case of favorable and unfavorable decisions. The boys on his team will reflect his attitude toward the officials. There is very little a coach can do when his team seems to get a series of bad breaks from officials; certainly running on to the field or floor will only tend to incite the spectators and reflect unfavorably on his school. The better

way is to secure officials in whom the coach has confidence and then make it a rule not to interfere with their handling of the game. If the coach feels that certain officials are inconsistent or unfair, he should direct the faculty manager (after a reasonable cooling-off period) to remove the official's name from the school's approved list.

8. *Remember To Put the School and the Team First.* The business of coaching often becomes so absorbing that a coach spends nearly all of his time thinking of any of the dozens of things which he must do to prepare for the next game. His work is on constant exhibition and he is usually under much greater pressure than others who work or teach in the background. Because of this pressure and intense interest, it is natural that coaches acquire the feeling that wins and losses are their personal concern. It sometimes helps a coach retain a proper perspective if he can remember that both he and the team represent the school and the best interests of the school should come first. When a coach keeps this fact in mind, he will find that his superiors — principals, superintendents, headmasters, and presidents — will support him both

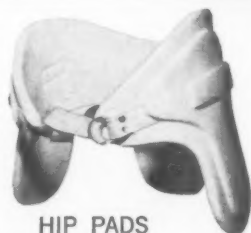
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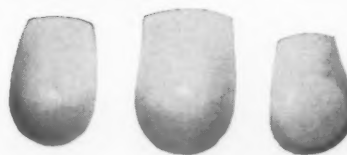
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when he wins and when he loses. This is an ideal which should become a part of any healthy scholastic athletic program.

9. *Learn Early How To Win and Lose.* Because a coach is engaged in a profession which should help young men grow and become the kind of citizens we want them to be, he should be particularly careful of his attitude after his team has won or lost a game. With the first flush of victory there is the temptation to forget the feelings of defeated opponents and to take more than normal pride in success.

After a defeat there is always the feeling that except for bad breaks his team would have won the game. Regardless of the breaks and conditions beyond his control, when a coach loses a game, he should always seek out the opposing coach and offer congratulations. His disappointment will often be deep, and he may actually dislike his opponent, but this fact does not excuse him from being a man and setting a good example for his players. This attitude is fairly well covered by the old adage which reads, *Win without boasting—lose*

without alibis.

10. *Play the Game Within the Rules.* Perhaps nothing a coach does will reflect more discredit to the sport he loves than for his team to win

an ineligible player or through an improper substitution. Not only is the victory completely discounted, but the discredit of a shady triumph remains long after any defeat would be forgotten.

Any coach who will falsify the age or eligibility of a player has allowed the desire to win at any cost to disqualify his usefulness as a coach. His action is sure to reflect on his principal, athletic director, and the players on his teams.

People support athletic games because they enjoy contests between spirited teams. They appreciate the evidence of skill or sound coaching in a well-played game. They praise the superiority of the coach when his teams show they have learned to play the game better than their opponents. A winning coach knows the pardonable pride of deserved success. A losing coach may well have the respect of the players and spectators. An unfair coach has lost the good will of young men who look to him for leadership. There is only one way to be a winning coach—play within the rules.

WARD L. MYERS retired from coaching after twenty-five years; however, he will continue his officiating work. During his coaching career his teams won over 70 per cent of their games and in only one season did they fail to win more than half of their games. His observations, as outlined in this article, will prove beneficial to the younger coaches who are just starting their coaching careers.

in an unfair way. Nearly every criticism of organized sports arises from the actions of those who want only to win. Nothing falls flatter than a game or a championship which was won by

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Scouting—A Step Toward Victories

By ROBERT S. MEEDER

Backfield Coach, Upper Arlington High School, Columbus, Ohio

SCOUTING has come of age in high school football. At the present time high school football coaches are using scouting as a major weapon in their strategy to win games, and it has become a science on the high school level. Techniques that were used formerly only by college or professional teams are now a vital part of the high school coach's game planning.

At Upper Arlington High School in Columbus, it is our feeling that we have developed scouting techniques and a system that equals the best to be found. We feel that our scouts could handle an assignment successfully for any high school in the nation.

Our system has been based on the theory that most teams have a pattern of play, defensively as well as offensively. Opposing teams are scouted to take advantage of these patterns, that is, exploit them to win games. Not only do we look for the patterns and habits of our opponents, but we also watch closely for tip-offs which will enable us to key our defense or offense to take advantage of specific weaknesses. Whether this weakness is in splits of the line, pulling linemen, backfield alignment or individual player characteristics we feel there is a key and try to find it.

The well-publicized example of scouts detecting a team key this past football season was U.C.L.A.'s awareness concerning the placement of the feet of Stanford's quarterback, John Brodie. The story goes that the U.C.L.A. scouts found a relationship between the alignment of Brodie's feet when he was under the center and the play called in the huddle.

Bobby Dodd, coach at Georgia Tech, has said, *Scouting is the act of accumulating advance information on your opponents.* At Arlington, this statement means more than observing our opponents for a game or two before we meet.

An accumulative folder is kept for all of our opponents. These folders contain all types of information which will aid us in knowing more about these teams. First, all of the information available in newspapers is assembled. When necessary, we subscribe to out-of-town newspapers. Thus, we have a weekly summary of those games we are unable to scout. In a way, these clippings serve as an additional scout on our staff, for they provide us with a week-by-week account and tell us who the key players are, what plays have been successful, defensive strengths, etc. These articles and pictures of the opponents also make good material for our bulletin

boards. In addition to these clippings, each folder contains the scouting report of the previous year, and a play-by-play analysis of the previous year's game. This analysis is prepared by breaking down last year's game film during the winter months.

Before our scout leaves to observe an opponent, he goes over this folder and looks at the movies of last year's game thoroughly in order to familiarize himself with the team and to fix

ferent from one of ours, he will note everything he observes on the form. All exceptions to our basic patterns are diagrammed.

Particular attention is paid to the down and yardage situation, hash mark, and the position of the ball on the field. Thus, a picture is provided which we would not otherwise have, and it can be broken down to develop important information.

For example, it is easy to find what plays, if any, the opponents prefer on a long yardage situation, on short yardage, on the left hash mark or in scoring territory, etc. Many conclusions can be formed from close study and graphic summaries.

Usually, the scout takes a key situation such as third down and short yardage, and draws the formation of the opposing team on a large poster card. Then, using different colored pencils, each color representing a particular backfield position, he draws the course which that particular backfield player ran under those circumstances. After all the lines are drawn in, the team's tendency is evident. When the time comes to present the scouting report to the team, the players can easily understand the situation with a minimum of explanation.

Two examples will illustrate how play-by-play scouting technique has been an aid in game preparations. One team which we were to play had been scouted in three different games. This team used the winged T and we found that when faced with a second or third down, long yardage, and on the right hash mark the wingback on the right carried the ball seven times, the left halfback carried once, and the fullback carried once on a dive play.

We felt that a definite pattern was discovered and arranged our defenses accordingly. Our prediction that the team would hold to this pattern in our game held true, and an advantage was gained because we had this information.

Another illustration is the case of

BOB MEEDER played football under Bob Voigts at Northwestern, graduating in 1951. After two years in business in Chicago he entered the coaching field. Meeder was head football and baseball coach at Burroughs High School, China Lake, California before returning in 1955 to his own high school where he is presently serving as backfield coach and head baseball coach.

in his mind the points to look for. In this way, he will spend a minimum of time at the game identifying maneuvers and players. Consequently, he may observe the encounter with a trained eye, and pick up bits of information that would normally be overlooked.

In scouting a game we use a form—one which we have developed from suggestions, coaching clinics, and experiment. The forms are punched and are in a looseleaf notebook for easy handling. Each page contains room for five plays. At the left of the page for each play we have printed the offensive line. On the right-hand side we have the following material for the scout to fill in:

Down.....Yds. to Go.....Yd. Line
Defense.....Gain.....LCR

If the play run is similar to our own, the scout writes our number in the area. However, if the play is dif-

(Continued on page 34)

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Rupp's Championship Basketball, by Adolph Rupp. Published by Prentice-Hall, Inc., Englewood Cliffs, N. J. Two hundred and twenty-four pages. Price \$4.95. Publication date January. Received for review May 10.

This is the second edition of this popular basketball text which was published in 1948. Like its predecessor, fundamentals are stressed and Rupp describes how he teaches and drills the individual and the team to use them properly. Incorporated in the book are 107 diagrams which depict drills, offensive, and defensive maneuvers. Among the other items discussed are tournament play; the practice week; organization of trips; diet and training table; duties of a manager; and the coach's relationship to his team.

In summary, the second edition brings a classic piece of basketball literature up to date.

Physical Education in the Elementary School Curriculum, by Arthur Miller and Virginia Whitcomb. Published by Prentice-Hall, Inc., Englewood Cliffs, N. J. Three hundred and thirty-one pages. Price \$5.75. Publication date April, 1957. Received for review April 23.

The authors have divided the book into three parts. The first part describes the organization and administration of a program in physical education. In part two the various activities in the basic program such as tag games, team sports, stunts, etc., are discussed. Part three presents a new approach to physical education in that it describes methods and techniques of integrating physical education with other subjects in the curriculum such as social studies, language, arts, and arithmetic.

Health for Modern Living, by H. F. Kilander. Published by Prentice-Hall, Inc., Englewood Cliffs, N. J. Four hundred and ninety-four pages. Price \$4.95. Publication date April. Received for review April 22.

This book is designed as a textbook for the new college student and has

three objectives for its readers: 1. to attain a satisfactory emotional and social adjustment; 2. to maintain and improve personal health and to cooperate in solving community health problems; 3. to train for the responsibilities of family life and citizenship.

Illustrated Games, Rhythms, and Stunts for Children of Upper Elementary Grade, by Frank H. Geri. Published by Prentice-Hall, Inc., Englewood Cliffs, N. J. Three hundred and four pages. Price \$2.95. Publication date March, 1957. Received for review March 23.

As the name implies, this book is designed for the intermediate school level. Countless relays, tag games, stunts, basketball drills, softball, and soccer drills are included. A very important section of the book is devoted to safety on the playground. In this regard proper use of apparatus is outlined and proper safety measures for the gymnasium and locker room are also discussed.

A Guide for Games, by D. Cyril Johnson. Published by Philosophical Library, New York 16, N. Y. Three hundred and two pages. Price \$7.50. Publication date May 6. Received for review April 12.

This book starts with tag games and progresses through chasing games, games with sticks, and penalty games. Another section is devoted to partner contests and activities, while still another chapter describes some 255 different group games and practices. Under the heading, *Relays*, 142 different activities of this nature are defined.

The last group of activities appears under the heading, *Minor Team Games*, and includes kicking games, heading games, small ball games, passing games, and ground ball games.

Practical Track Athletics, by Donn Kinzle. Published by Ronald Press, New York 10, N. Y. Price \$4.00. Publication date May 29.

At the time of review this book was in the final stages of production. The

author makes use of 200 action sketches to describe in detail the fundamentals of sprinting, starting, speed-endurance events, hurdling, the steeplechase, relay events, and finishing. Specific coaching techniques used by the author in training a number of outstanding athletes are outlined in detail.

Your Career in Physical Education, by the late Granville B. Johnson, Warren R. Johnson, and James Humphrey. Published by Harper and Bros., New York 16, N. Y. Two hundred and seventy-five pages. Price \$3.50. Publication date April 22. Received for review April 25.

This book is designed as an introduction to a physical education major for college freshmen. However, because many high school students evince interest in the field of coaching and physical education we feel that this book, available through school libraries, will answer many of the usual questions regarding this field of education.

Physical Education, Student and Beginning Teaching, by Clyde Knapp and Ann Jewett. Published by McGraw Hill, New York 36, N. Y. Three hundred and three pages. Price \$4.75. Publication date April. Received for review April 26.

Another book designed for the college physical education major. This volume is slanted toward the individual who is about to graduate. Hints on finding a position and the problems of the first teaching experience are discussed.

Tumbling Techniques, illustrated by Ted Burns and Tyler Micoleau. Published by Ronald Press, New York 10, N. Y. Ninety-six pages. Price \$3.00. Publication date April 19. Received for review April 22.

Written by Ted Burns, the highly successful gymnastic coach at Herbert Hoover High School in San Diego, this book was designed and illustrated by Tyler Micoleau. The latter's drawings have proved very popular in the Canham track books and Allen, Anderson, and Moore's books on baseball, basketball, and football. This volume provides a thorough coverage of the basic individual tumbling techniques. The series of stunts appear in a logical progression with the preceding stunts affecting the form and nature of those following. In our opinion, this book is outstanding.



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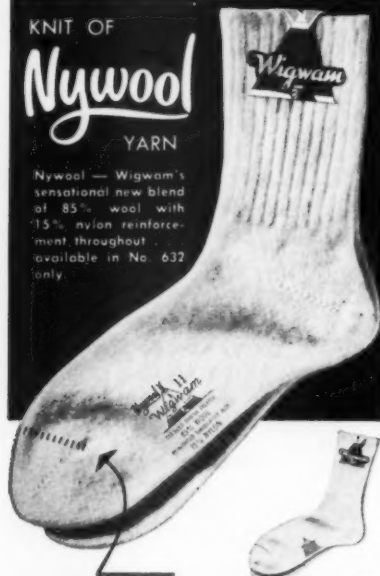
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A Step Toward Victories

(Continued from page 31)

an opposing team that ran from various formations—split ends, wings, flankers, and their different combinations. After keeping a play-by-play account for two games we discovered that when this team split their right end and moved the right halfback up into the slot, all nine plays from this formation found the fullback carrying straight ahead over center or through the guard holes.

When the coaching staff meets on Sunday evening to prepare for the coming game, all information is compiled systematically and presented by the scout. Some of the questions he will be asked and the points he will develop are as follows:

Offense. 1. Types of formation? 2. What must be stopped? 3. What player do they rely on most? a. Ball-carrier. b. Blocker or lineman. 4. Favorite plays? a. First and ten. b. Second or third, long yardage. c. Scoring territory.

Defense. 1. What is the basic alignment? 2. Do they stunt? 3. How do their ends play? 4. Who are the defensive stalwarts? 5. Is there a weakness in their pass defense? 6. Is there a weakness in their goal line defense? Who stands up?

When the answers to these questions have been given, then the entire staff begins to analyze the situation. No matter what the conclusions are, we ask ourselves three basic questions regarding the possible solutions to the problem: 1. Will our basic defense or defenses do the job? 2. Is there a key to their defense? 3. What advantages can we take of their defenses?

Our scouts are told that we would rather have less information and have it accurate, than have too much information and not have a true picture of the opposing team's style of play. There have been times when we attempted to get too much information and were confronted with additional problems at game time.

By using this scouting system we have prepared ourselves as well as possible for any given game. The information has been secured and if our job has been done well, we need only transmit this intelligence to our coaching staff and to our team.

Yes, scouting in high school football has come of age and it brings many benefits to the football scene. We have better coaches and we are turning out better players who have a greater knowledge of the science of football.

Pass Offense

(Continued from page 11)

Blocking (pass protection). We use drop back protection and running pass protection. Each one will be considered separately.

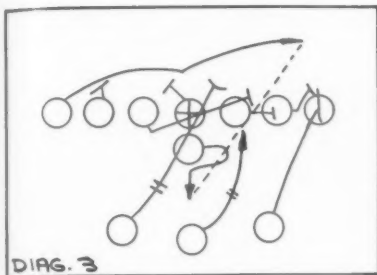
Drop back protection requires the following skills in blocking: 1. A blocker must keep the defender on his outside shoulder at all times. 2. The block is a series of short jabs. 3. The blocker's feet must be kept moving. 4. His eyes must be on the target at all times. 5. The blocker should have a card up his sleeve if he loses his man. We use the long body block and tell the blocker that he should lose his man to the outside only. Then he should pivot to the inside on his outside foot and throw a long body in front of the rusher. 6. Blockers should work as a team. One blocker may lose his man to another's block. The blocker should keep his elbows wide to make himself as wide a barrier as possible. He should use his elbows as flippers.

On pass blocking, the blocker should not cross his feet, lunge or lose his man to the inside.

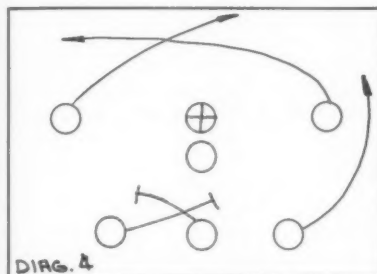
On running play passes, all linemen are instructed to fire out at the defensive man as if they are going to block on a running play. Contact is maintained for two or three short jabs and then the blocker releases backwards and at an angle towards the passer to set up for the regular pass protection block. We even ask our linemen to go after linebackers on running pass plays. The linebackers are taught to key off the guard's moves. If the guard fires out, the linebacker meets his charge. Usually, the linebacker is more of a lineman and not a back, and he is delayed in getting back to the pass defense zone. On some short passes the entire line is blocked as we would do on a running play.

Diagram 3 shows a pass off a left halfback trap. This is a special pass and should be used only after the running play has established itself.

Protecting Against Interceptions. When drilling against interceptions, we use several coaching points. Our linemen are taught the pass pattern and the spot from where the ball is



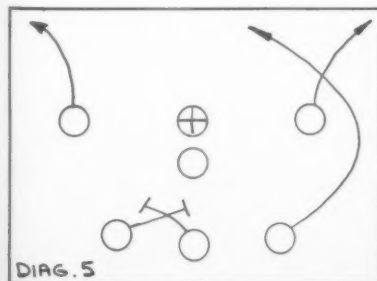
thrown. Each lineman is given a definite spot to go after each pass from each position in relation to the sidelines. The quarterback is the primary guard against a touchdown via interceptions of passes and his two chief assistants are the protecting backs. We feel that 90 per cent of the success in covering passes is due to the habits which are formed. We drill on offensive reaction after the ball is thrown. Skeleton drills with a defensive back-field and with full team scrimmage are used. In field team pass scrimmages,



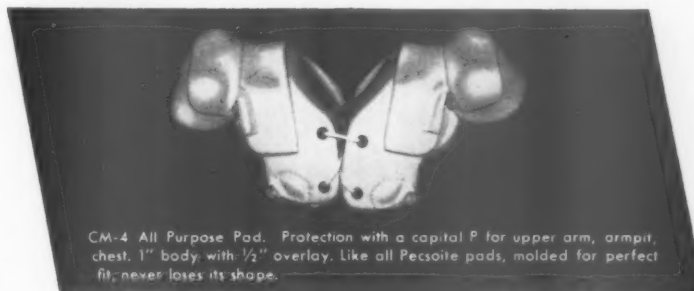
we often give one quarterback a secret signal to throw the ball into enemy hands. Therefore, game-like coverage is achieved on our passes in practice.

Pass Patterns. Our pass patterns are shown in Diagrams 4 through 10.

Diagram 4 shows a pattern of crossing ends at 10 yards with a flaring halfback. A simple pattern used against a box secondary is shown in Diagram 5. Diagram 6 shows a delayed pattern against the zone coverage of a flanker. A sneaker against man-for-man coverage is shown in Diagram 7. The halfback runs a few strides behind

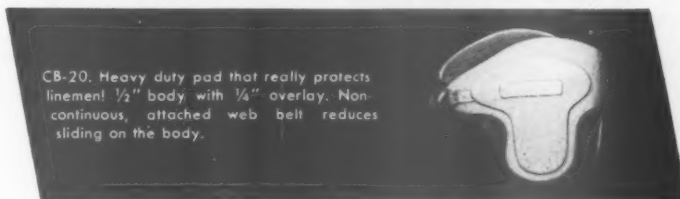


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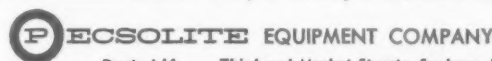
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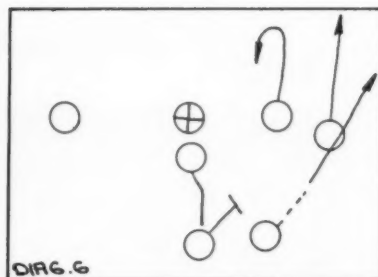


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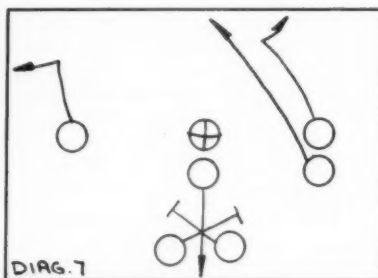
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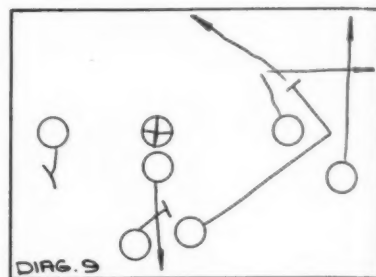
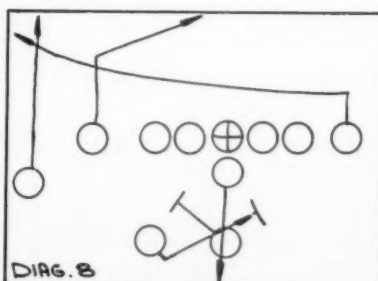
the end and tries to conceal himself from the end. At about 15 yards, the end breaks out sharply and the half-back continues downfield with a burst of speed. Diagram 8 shows a delayed end across pattern against a zone or man-for-man. A screen on a tight linebacker where the wide man covers the flanker is shown in Diagram 9. Either the end or the right halfback may be open. Diagram 10 shows a behind the line delay pass thrown to a flanker.

Receivers Blocking Downfield. We drill on this fundamental in practice

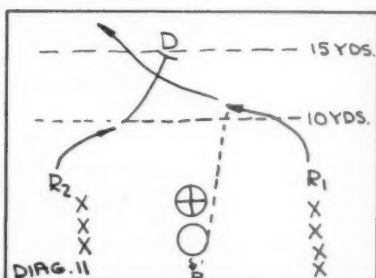
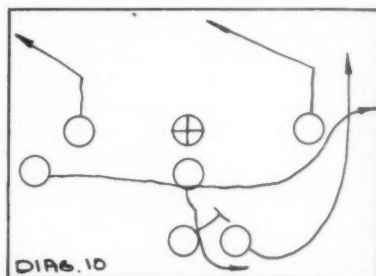


both on dummies and with live bait. Our dummy drill is shown in Diagram 11. R1 and R2 proceed on a pass and cut toward the dummy, D. The ball is thrown to either R1 or R2. The player who does not receive the ball throws a block on the dummy. This same drill may be used with a tackle instead of the dummy.

Screen Passes. We have both the side and the middle screen passes in our offense. In addition, the screen which is shown in Diagram 12 has interested us. We call it the running screen. The

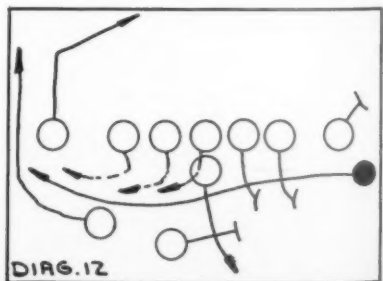


passer fades back slightly to the right. Then the left side of the line uses screen blocking and slides out to the left. The flanker who is set right delays two counts and then breaks sharply to the left behind the rushers. The passer hits him as he crosses the center. Then the guard, center, and



tackle on the left side time their blocks in order to take off at just the right time so that the foursome is sweeping the left end. Flaring the left halfback seems to clear the defenders away from that area.

In this article we have tried to outline some of the basic principles upon which our passing attack is built.



Game Strategy

(Continued from page 24)

phone to receive information from the observers. When he is in the game, the regular quarterback takes over the bench telephone duties. In addition to his telephone, the quarterback maintains a large 18" x 24" cardboard play chart on which he records the following information for each offensive play that we run: 1. Number of play. 2. Down and distance. 3. Net gain or loss. 4. Defensive formation of opponents. 5. Defensive personnel making the tackle. 6. Type of secondary pass protection. 7. Defensive adjustments to flankers and men in motion.

As the game progresses, a regular pattern will be established on the play chart as follows: 1. The type of play that works best against a certain defense. 2. The defensive players who are stopping our offensive efforts.

Since our offensive quarterback leaves the game while we are on defense, he can check the play chart at a glance. Under *Remarks* on the chart he can obtain information regarding the style of play used by individual defensive opponents. Thus, he is better prepared to use his play cycles more effectively each time he enters the game after we have secured possession of the ball. By studying the chart he is able to anticipate defensive moves logically and thus eliminate guesswork.

The defensive secondary observer pays particular attention to defensive pass protection and secondary adjustments to flankers and men in motion. For the most part, his observations are recorded in the *Remarks* section.

The equipment involved is quite inexpensive. We use two ordinary telephone receivers, two No. 6 (telephone) dry cell batteries, and approximately 70 feet of insulated wire. The receivers and wire will last for years. The batteries will give excellent service for several months, and can be replaced for approximately \$1.00 each.

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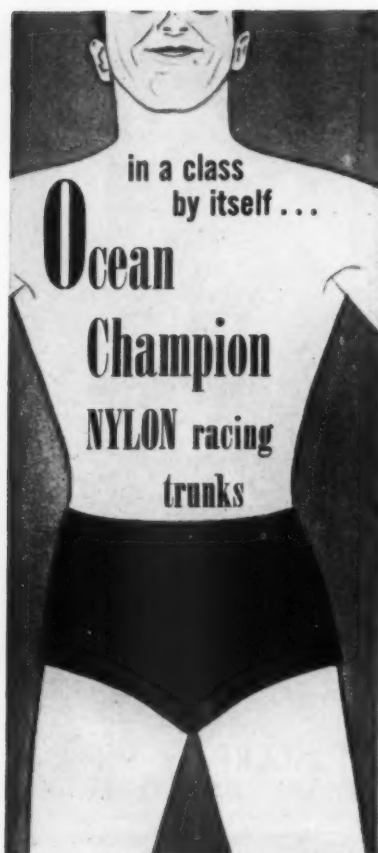
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Cambridge, Illinois, Community Unit School



IN the Cambridge schools, the elementary physical education department shares its facilities with other community organizations in a publicly owned gymnasium. Consequently, safe storage of gymnasium clothing presented a problem, especially for the girls, because their dressing room is often used on weekends and during the evenings.

This situation prevailed for over a year when we decided that definite action must be taken. Since there was a lack of funds in the physical education department, even limited dressing room space was a definite problem. Neither was it possible to alter a publicly owned building.

It became apparent that any changes to be made must meet the following requirements: 1. Accommodate nearly 100 girls. 2. Store clothing safely. 3. Take up minimum space. 4. The space must be portable. 5. It must be easily and quickly constructed. 6. The cost must be kept to a minimum. It must be easily accessible.

With these requirements in mind and the board of education's approval,

plans for designing and construction began. It was felt that each student should have his own cubicle 10"x10"x15". The size was needed for proper placement of students' clothing and would also accommodate the type of case owned by many of the students. Following the first step, it was decided that 1-inch lumber with masonite dividers and back would be of sufficient strength and durability to withstand the stress and strain that the lockers must endure. Then we decided that 32 cubicles of 10"x10"x15" for a total outside dimension of 84"x15"x48" for each section would be optimum size. In the final step of planning, it was decided to place each section on five casters for easy moving and to use an eyebolt with a chain threaded through and padlocked for simplicity and security.

Following the completion of these lockers, each cubicle was numbered. Then the students moved into them. To date, these portable lockers have proven most successful and have more than met our expectations by fulfilling the requirements outlined above.



Training

(Continued from page 22)

possible greater and easier strokes or strides by permitting the application of force through a greater distance. There is also a belief that flexibility will provide the proper relaxation of opposing muscle groups so that the full force of the muscle in contraction can be applied to the execution of the movement.

Lack of sufficient relaxation may lead to pulled or strained muscles and tendons. There is a theory that flexibility of muscles and tendons combined with the strength of ligaments and tendons can aid in the prevention of knee, shoulder, and ankle injuries.

Work on both strength and flexibility can be used to correct bad posture defects and habits which may not contribute a great deal to better performance but which will improve health and appearance. This training applies to individuals who have stooped shoulders, hollow backs, and similar conditions.

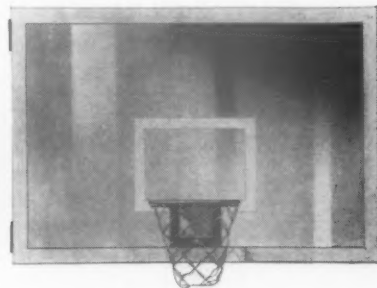
Heart and Lung Condition

Heart and lung condition which is often referred to as wind can be maintained and developed by short bouts of exercise. Since the heart is a muscle, moderate regulated physical exertion which places an above average load on the heart aids in keeping that organ adjusted to physical exertion. Otherwise, it will adjust to the sedentary life of the retired athlete and then have to be built up again the next season. If the lungs are forced to inflate to the capacity developed during the regular training season, that capacity will tend to be maintained and utilized.

General Body Condition and Weight Control

All of the activity described previously will contribute to the state of good condition and the regulation of weight. In addition to these measures, it is generally recognized that dissipation out of season will add to the time needed to reach maximum performance in season. It seems that an individual who becomes accustomed to routine workouts and physical activity builds up a need for some release of energy. Certain athletes find release for this surplus energy through various forms of dissipation. Some smoke, some drink, and others eat to excess. An individual who works out regularly seems to be less inclined to dissipate. The desire may be diminished since the effects of dissipation can

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readily be seen and felt.

It is quite apparent that weight is a big factor in athletic performance. Power that could be directed toward performance has to be used to carry around the extra pounds. Regular workouts plus the maintenance of a weight chart quickly indicates increases in weight. If an individual does not check his weight in the off season, he may soon have gained so much weight that most of the next season will have to be spent in reducing. There is not enough time during the season to conduct a reducing schedule, so the athlete and the team are handicapped. An individual should not be more than five pounds above his competing weight at the start of the season. This weight factor is obviously more important in some sports and events than in others. For the individual who may need to add weight, a check of the weight chart and a conscientious effort to follow good nutrition may make it possible to add the weight in the right location.

Procedure for Workouts

Four phases of workouts are listed in relation to the component parts of performance. Each workout should include activity in each phase if time permits; otherwise, the activity may be alternated.

Skill and Recreation

Activity in this area contributes to the other phases but should not constitute the primary objective of the workouts. The practice of various skills can be recreational but for the best development emphasis will have to go beyond this point. In each sport some analysis of the types of skills required is needed and then these skills can be practiced. If too much time is spent in continuous repetition of only one phase of the skill, valuable time may be wasted.

After the developmental phase, a portion of the workout may be devoted to purely recreational activity. Athletes may find it enjoyable to develop skills in other games which provide entertainment as well as beneficial activity. Handball, tennis, swimming, and basketball seem to serve that purpose fairly well.

Conditioning

The following exercises are recommended for conditioning the heart and lungs, general overall condition, weight control, rhythm, and coordination.

Sprinting—The athlete should cover about 100 yards. He should start slowly and gain full speed in 20 yards. He should coast to a jog again and

then continue to jog and repeat. Progress in condition should be checked by the number of repeats. Progress in speed may be checked by clocking the intervals with a stop watch.

As a special motivation for track athletes, the individual should stride through a 440 once a week to check maintenance of condition. For those who are not able to take the 440, a 220 may be more appropriate. This sprint need not be an all-out effort.

Rope Jumping—An athlete should jump for either a certain length of time (5 to 10) minutes or for a prescribed number of repetitions. This exercise provides year-around development when conditions do not permit running. Running in place may meet the needs and it permits greater emphasis on arm action.

Lap running or cross country work are other forms of conditioning which may be used for variety.

Flexibility and Remedial Work

After a warm-up or between exercises the following stretching calisthenics will increase flexibility and perform the functions mentioned previously. The following exercises are organized in a pattern to permit progression from the upper part of the body to the lower and from a standing to a lying position:

1. Rotate the head in a rolling motion in each direction a few times. Pull the head down with the hands and to each side by reaching the opposite arm across the top of the head.
2. Rotate the arms around the sockets and throw the shoulders forward and backward 10 to 15 times.
3. Rotate the trunk around the hips in each direction and touch the toes to the floor between the legs 20 times.
4. With a wide stride and arms extended horizontally to the side, touch the toes with the opposite hand and return to an erect position. Alternate sides and repeat 20 times.
5. Lie on back and perform inverted running. Hold the hips up by propping the arms under the hips. Forty or 50 strides should be taken.
6. Touch the toes behind the head and over each shoulder.
7. In the hurdler's stretch one leg should be extended forward; the other should be at a right angle. Touch the head to the knee and the opposite hand to the toe of the extended leg.
8. Lying on the back, arms extended to the side, lift one leg and touch the hand extended to the opposite side. Then perform with the other leg. Repeat 10 times.
9. While standing on one foot pull the knee of the other leg up to the

chest. Alternate the legs and repeat 10 times.

10. Perform a few high kicks with each leg — five times with each leg.

Any special exercise which puts a stretch on a muscle or groups of muscles may be of value and can be introduced into the routine.

Weight Training

Weight training for the purpose of increasing strength makes use of the procedure of performing an exercise a few times using a load comparable to the ability of the muscle. Rather than specify a certain weight for each exercise, each individual should begin the exercise with the load which he can safely and correctly manage. The first two or three periods may be used to determine the amount of weight that is most suitable. The load which will permit approximately six to eight repetitions of that particular exercise at maximum exertion is the recommended weight. This same load should be used in the following exercise periods until the repetitions can be increased to about 15. Then the load should again be increased so that only five repetitions can be completed.

As a general guide, the exercises are selected according to the muscle or group of muscles which are used in performing a particular activity. The ones which contract to perform the work are the ones which will be developed. Following are a few exercises which can be used:

Arms and Shoulders

1. Stand with a dumbbell in each hand. Raise the arms sideways to a position straight above the head. Development — Deltoids (top of shoulders and back).

2. Stand bent 90 degrees forward at the waist. Raise the barbell to the chest by bringing the elbows close to the sides of the body. Development — scapular (back of the shoulders).

3. Stand with a barbell in front of the body. Flex the arms to bring the bar up to the shoulders. Keep the back straight. Development — Biceps (front of upper arm).

4. Lie on the back on a bench with the arms extended horizontally, a dumbbell in each hand. Bring the arms together in front of the chest. Development — Pectoralis major (front of shoulder and chest).

5. Lie on the back with the arms extended over the head. Pull the barbell overhead, holding the arms straight until the bar is over the shoulders. Development — Latissimus dorsi (back and back of shoulders).

6. Stand with the barbell in front of the shoulders. Push the bar straight

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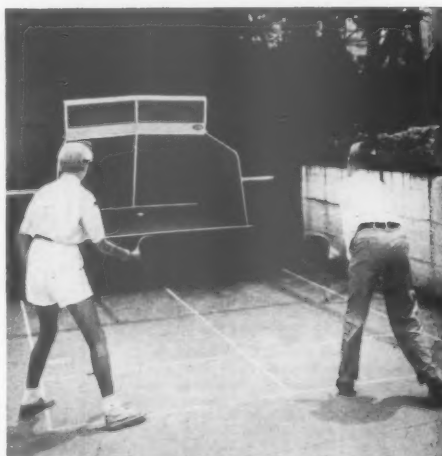
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upward to full extension. Development — Triceps (back of upper arm).

Legs and Back

1. Stand with the barbell across the shoulders in back of the neck. Place one foot in front of the other, squat, and return to standing position. Place the other foot forward and repeat. Development — Quadriceps (front of the legs).

2. Stand with the barbell suspended in front of the body. Rise on the toes. Place a board or weight plate under the toes to get more movement. Development — Gastrocnemius (back of lower leg).

Iron boots are used for the following exercises.

3. Stand on one foot. Bring one knee up to a horizontal position. Development — Hip muscles.

4. Stand on one foot. Bend the knee to bring the weight up behind the knee. Development — Hamstrings (back of upper leg).

5. Sit on a table. Extend the lower leg to complete horizontal position. Raise and lower slowly. Development — Quadriceps (front of leg and knee).

Abdomen

1. No weight. Sit up in a V and push against the thighs or knees.

2. Lie on the back. Sit up with a weight plate held behind the head or with a dumbbell in each hand.

If the athlete's body is placed in the proper position, pulley weights may be used to perform many of these same exercises. Some coaches believe that the use of pulley weights permits an increase in flexibility in addition to the increase in strength.

Other Suggestions

In addition to the procedures for workouts which we have discussed, there are numerous special exercises and routines for each sport and event. A guide sheet which is made available to each athlete can furnish another avenue of development.

The coach may also wish to keep in contact with the athletes through the use of items and suggestions on a bulletin board. A suggested reading list of magazine articles and books on each sport can serve as a source of interest, motivation, and information for the athlete. Slides, loop films, and motion pictures may be shown from time to time as an interest booster.

These simple procedures combined with the developmental program can help the athlete turn the out-of-season months into profit and enjoyment rather than loss and disappointment.

Protect That Passer

(Continued from page 26)

the rusher and the passer. It should be understood that when the defensive player selects this option, he can be allowed no penetration which might endanger the success of the pass.

Pulling Back On an End

Another phase of pass protection which should not be neglected is that of a lineman pulling back to block an end. Of course, the protection is safer and sounder when one of the backs is assigned to the outside rusher and the lineman is permitted to remain as a part of the cup in drop-back passes. However, this situation does not occur too often because many coaches use flankers and outlet receivers in their passing attack, while others employ offenses such as the double wing and spread which require a lineman pulling back at least on one side.

We want the linemen who are assigned to pull back on an end to do so in the following manner: On the snap of the ball, the blocker should step out and back with his outside foot while pivoting on his inside foot. This movement is similar

to the one used by a lineman when he is pulling down the line on a running play, except that the pull is in an outward and backward movement. After this first movement, we want the blocker to be the only player who is one and a half to two yards back of the line and facing at about a 45° angle diagonally back of the line of scrimmage.

From this position the blocker is capable of executing a good reverse shoulder block on the defensive end in riding him out and back of the pocket. This is the type of block we prefer on the end because the blocker's head is always between the rusher and the passer, and it is very simple for the offensive man to slide into a reverse body block when the end is expecting the reverse shoulder to be thrown.

In pulling back on an end, there are two major faults that should be discussed and drilled.

1. Lineman should not go out after the end. If they do so, the end has more room to maneuver in evading the blocker. He should set up properly and wait for the end to come to him.

2. Linemen should not drop back and square off facing the end. This is a very common mistake in that the end is given three options to outmaneuver the blocker. He can choose to go to the outside of the blocker, the inside or directly over the blocker. Considering the speed the oncoming end has built up before he reaches the stationary blocker, we believe it is dangerous to give him these alternatives. We do not want the oncoming end to have more than one option, the apparent straight shot at our passer, which should be closed off by a well-executed pull-back block.

Another reason for the blocker hugging the line so closely is to make the onrushing end slow his rush down to look for the block instead of being able to see both the blocker and the passer which is possible when the offensive man is squared off directly in the line of the end's rushing path.

Play Pass Blocking

In blocking for play passes which originate with a running play fake and are tied in with that series of plays, it is desirable to have the blocking look as similar to the running play as possible. On the side of the line into which the faking takes place, the linemen use very aggressive blocks. Since the majority of defenses are currently using keys employed by their linebackers and defensive secondary, it is very likely that this aggressive type of pass protection, coupled with the fake of the running play, will disguise the pass until the receivers are well downfield.

We like to have our on-side linemen (the linemen on the side of the line to which the fake is made) drive out hard into the defensive line for one yard. If contact is lost on the defensive man, the blocker should retreat quickly and set up his protection on the line of scrimmage. It is desirable that this aggressive pass blocking be slightly higher than a shoulder block for a running play. The object is to obstruct the vision of the defensive linemen seeing the pass threat and warning their pass defenders in the secondary before the receivers are well into their route.

After the first aggressive contact has been made and time has been allowed for all faking in the backfield, the on-side linemen should tend to be less aggressive and block in the same manner as they would for drop-back passes.

If the on-side blocker is uncovered by a defensive lineman, it is still desirable to have the offensive man

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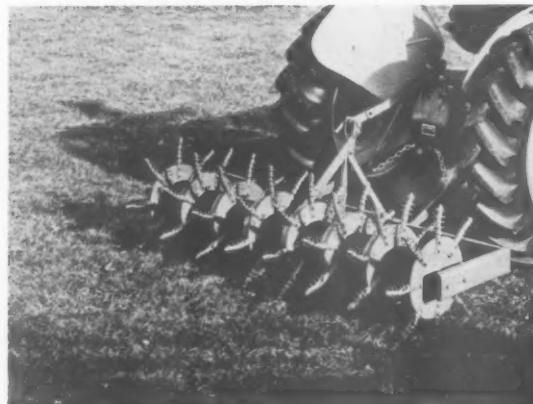
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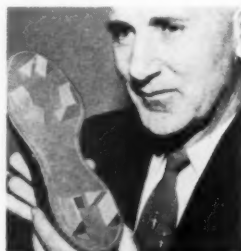
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step out aggressively for one yard since a nearby linebacker is possibly keying on the uncovered player's movements.

The off-side blockers (linemen on the opposite side of the line where the fake is made) are able to use more passive blocks in affording protection since keys obtained by the defensive secondary from them mean much less because the majority of play passes are thrown to the side of the field toward the faking.

When pulling back on the off-side defensive end in play pass protection, the uncovered lineman should take one aggressive step out with his inside foot to spoil momentarily any key that might be used on him by a defensive player. The blocker should then pivot on his inside foot and step out and back to set up for the ends in the same manner as described previously.

These individual blocking techniques accompanied by sound team protection will definitely help a passing attack that may be sagging, and thus provide a better rounded offense.

Single Wing

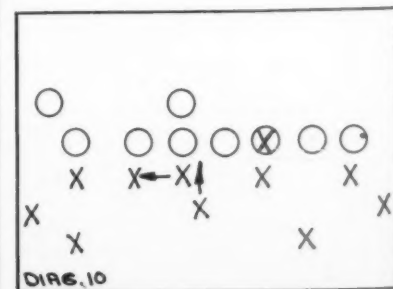
(Continued from page 21)

middle linebacker counters over the off-side guard. All other players retain the same basic responsibilities.

The interior linemen veer one full man to the strong side, while the middle linebacker veers the split on the off-side (Diagram 8).

The middle linebacker has the only change of responsibility (Diagram 9). This stunt has been very successful. The linebacker shoots over the outside tackle offensively.

Diagram 10 shows the shift into a 5-4-2 with the interior lineman moving head-on the outside offensive tackle. The middle linebacker moves into the split between the two offensive linemen. He plays a crouch position and uses his hands to ward off. Teamwork is necessary in these defenses; no defense will be successful without it.



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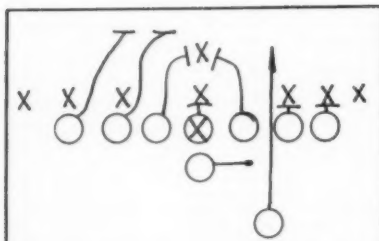
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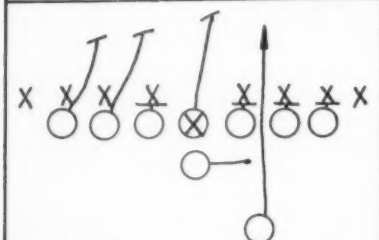
Split T Blocking

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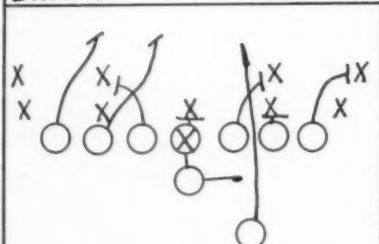
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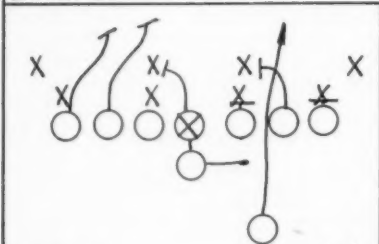
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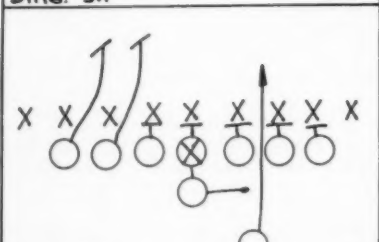
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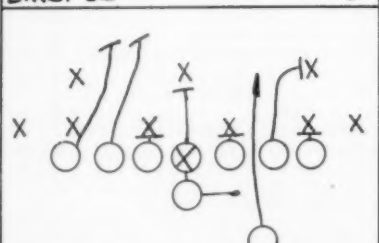
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DIAG. 3I

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DIAG. 3J

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On page 13 is the master blocking assignment sheet which we supply to each one of our players.

On Plays 10, 11, 20, and 21 the center and the off-side guard double-team the defensive halfback in front of either the center or the off-side guard or any man who plays the split between them.

To indicate how these blocking assignments will function against varying defenses we have taken one of the basic split T plays, Play 12 or the dive play by the right halfback, and diagrammed it against eight different defenses. Some of these defenses are standard, some are not. In certain cases we have placed the linebackers behind defensive linemen, which has caused havoc with the defensive numbering system, but is readily solved by our blocking system. Diagrams 3A through 3J illustrate the blocking on Play 12 against a five-three, a tight six-two, a five on one side and seven on the other, a loose six-two, a seven-one, an eight, a five-four, a four-four, a nine, and a six-three.

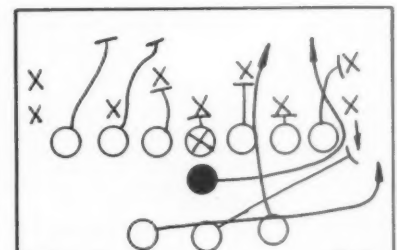
To show further how our blocking system works, we have taken the five basic running plays to the right from the split T and diagrammed these against varying defensive alignments. We have already shown Play 12 against varying defenses so there is no need to repeat that play again. In Diagrams 4 and 5, we have the option play. As shown in Diagram 4, the quarterback keeps and thus sets up Play 16 against a five-four, while in Diagram 5 he pitches out, thereby setting up Play 18 against a seven-one defense. In Diagram 6 we have Play 10 against a loose six-two and in Diagram 7 the counter play, No. 20, against a tight six-two defense.

Although we have only utilized plays to the right, the plays to the left are exactly the same and the blocking assignments are the same, with the off-side becoming the on-side and vice versa.

The only time we have exceptions are on Plays 10, 20, 11, and 21. The guards and center should recall these slight variations in their assignments, as should the tackles. We do not think we are placing too much of a burden on high school players.

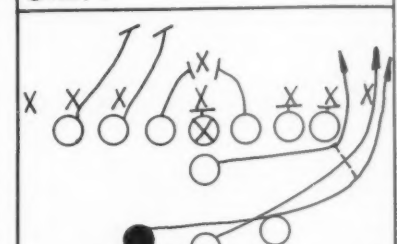
After experimenting with various methods, we have found that this system worked most effectively for us. As we mentioned previously, the greater the load placed on the high

school lineman, the more confused he will become. The results of this procedure may well be reflected in the type of blocking a coach receives from his linemen. In our system the lineman does not worry whether the defense is odd or even, or if the linebacker is the second man out or the third. This system is actually based on common sense and even though a boy may not remember his specific assignment he can still figure it out quickly with but a moment's thought. Simplicity makes for better football, and we have attempted to base our blocking system on this premise.



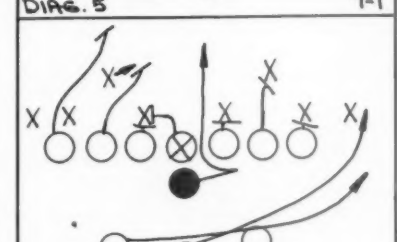
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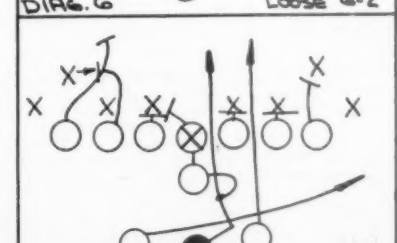
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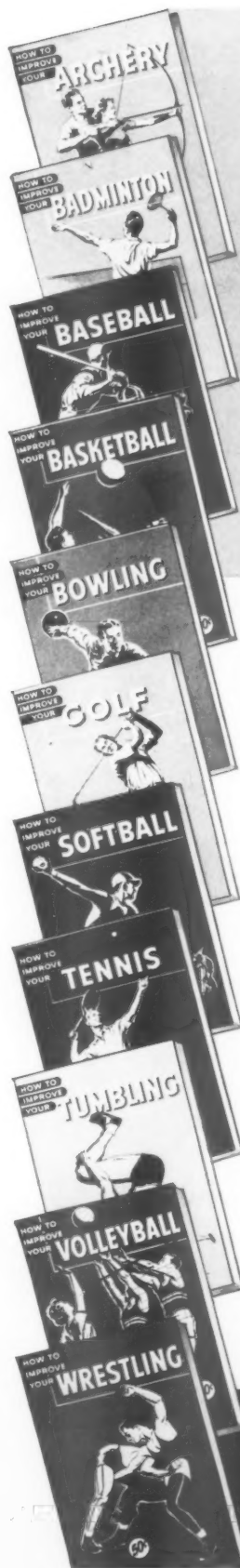
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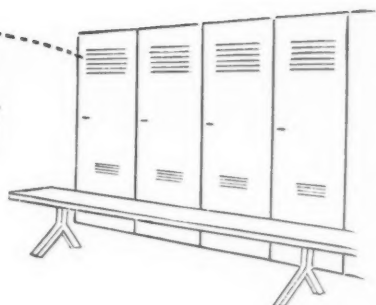
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